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ABSTRACT

Based on interviews with state personnel and a review of state documents, this report summarizes activities by the states in assessment of educational outcomes for students with disabilities. The report is divided into six sections addressing: (1) state contexts; (2) special education federally reported data; (3) state assessment of outcomes; (4) assessment of achievement; (5) state needs; and (6) practices, programs, and plans related to outcomes. Among major findings are: historically, data collection has documented the educational process, not its results; participation and exit data comprise much of states' data collection efforts; few state-level data collection efforts yield outcomes data on students with disabilities; the extent of participation of students with mild disabilities in state-level general education assessments is uncertain; few states in which students with disabilities do participate in educational assessments report this data; there is inconsistent application of criteria for assessment participation and accommodations for students with disabilities; states are attempting to shift to collecting information on schooling outcomes; states are looking for guidance related to this new emphasis; and some states are exploring use of Individualized Education Program data as a source of outcome data for students with disabilities. Extensive charts and graphs provide supporting details. (DB)

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State Special Education Outcomes 1991

A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities

National Center on Educational Outcomes
University of Minnesota

EC 301426

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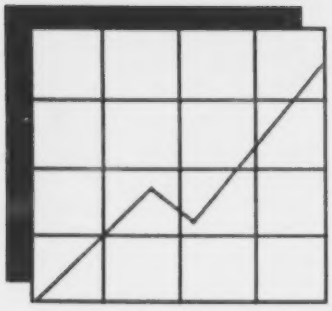

State Special Education Outcomes 1991

A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities

National Center on Educational Outcomes

UNIVERSITY OF MINNESOTA

in collaboration with

St. Cloud State University

and

National Association of State Directors of Special Education

Supported by the

Office of Special Education Programs

U.S. Department of Education

January, 1992

The National Center on Educational Outcomes (NCEO) was established in October, 1990 to work with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

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INTRODUCTION

State education agencies today are being asked to do more than keep track of how many students are enrolled, or how much money is spent per pupil. States are being pushed to look at the outcomes achieved by students within their educational systems. This trend is evident in the move toward identifying states in the publication of data from the National Assessment of Educational Progress, the Scholastic Aptitude Test, and others. It is also evident in the increased number of reports like those published by the Council of Chief State School Officers, which describe how states are doing in various aspects of education. There is clearly a press for policy-relevant information about the performance of students in our educational system.

Unfortunately, the push to look at the outcomes of education for students with disabilities has not been as strong. Many of our country's national data bases are not currently able to provide adequate data because of broad exclusion of students with disabilities. While the Office of Special Education prepares annual reports to Congress containing important information on the input, context, and process of special education, and some data related to outcomes (e.g., graduation, dropout, special study reports), more specific attempts are needed to assess what states are doing in assessing the outcomes of students with disabilities.

■ The National Center on Educational Outcomes (NCEO)

The National Center on Educational Outcomes for Students with Disabilities was established by the Office of Special Education Programs in October, 1990 as a collaborative effort of the National Association of State Directors of Special Education (NASDSE), the University of Minnesota, and Saint Cloud State University. NCEO's mission is to provide national leadership in the identification of educational outcomes for students with disabilities and in the development of a system of indicators with which to monitor those outcomes. The Center is working with national policy-making groups, state departments of education, and other groups and individuals to promote national discussion of educational goals and indicators that include students with disabilities.

NCEO has articulated four major goals toward which its activities are directed:

Goal 1: Promote the development of a comprehensive system of indicators for use with all students including those with disabilities.

Goal 2: Support and enhance the measurement of educational outcomes/indicators for students with disabilities.

Goal 3: Enhance the availability and use of outcomes information in decision making at the federal and state level.

Goal 4: Identify and develop indicators that can be used to make judgments about the extent to which education works for students with disabilities, and that can be used to improve programs and services.

Many activities are underway to accomplish these goals. The state survey (the source of information for this report) is only one of several Center activities. Another activity involves examining and analyzing existing national or state data that may provide information on outcomes for students with disabilities. The Center is working with other groups and organizations (e.g., National Center for Education Statistics) to address issues related to assessment efforts already underway. A final activity is to develop a model of outcomes and indicators by working with state and national agencies, parents, and professionals.

The state survey and yearly follow-ups are being conducted to address the needs of state directors, policymakers and others for information about current state activities in multiple outcomes areas: knowledge, skills, status, and attitudes of students with disabilities. It is also addressing issues related to change over time in accountability and assessment activities. This is an important aspect of survey efforts because local, state, and national groups are proposing new initiatives and forecasting changes that may have significant impact on the education of students with disabilities. The specific objectives of this survey were to:

- Develop an ongoing system to describe the status of state activities to assess educational outcomes.
- Develop an ongoing tracking system of procedures and practices used by states to include and make accommodations in the assessment of students with disabilities.
- Identify persistent barriers and needs of states related to outcomes assessment.
- Identify state data bases that might be used to create a national data base of outcomes for students with disabilities.

■ "Outcomes" Defined

The term "outcomes" is defined in many ways in current educational literature. A common approach is to describe outcomes as including "knowledge, skills, and attitudes." Outcomes are considered most often to cover all areas of student development, rather than just student status at the end of schooling. For this survey, the following definition was provided to respondents:

***Outcome** = the result of interactions between individuals and educational experiences.*

■ Overview of State Report

Data presented in this document have been extracted from an extensive technical report on the survey. Individuals wishing greater detail or more qualitative information are encouraged to obtain the technical report.

The information in this report was obtained from interviews with state personnel, usually State Directors of Special Education. In addition, a variety of state documents was reviewed.

It is important to remember that states have developed their own procedures, policies, and systems, and that these are not easily represented in a quantitative format. The qualitative information from each state provides a wealth of insights as to the complex nature of attempting to assess students with disabilities within the state context. Some of this complexity and richness of information will be better explored and reported from case studies that are being conducted during 1992.

This report is divided into six sections.

Section 1:	**State Contexts**
Section 2:	**Special Education Federally-Reported Data**
Section 3:	**State Assessment of Outcomes**
Section 4:	**Assessment of Achievement**
Section 5:	**State Needs**
Section 6:	**Practices, Programs, and Plans Related to Outcomes**

Major Findings

Although this first report does not contain actual outcomes data on students with disabilities, several major findings are evident in the information that is presented in this report. Among these findings are:

- Historically, the emphasis of data collection in special education has been on documenting the process of education, not on its results.
- Participation and exit data are a major part of states' data collection efforts, and may hold valuable information that is not being used fully at this time.
- Few state-level special education data collection efforts, other than post-school status studies, yield outcomes data on students with disabilities.
- State-level outcomes information is generated most often from large-scale general education assessments in which students with mild disabilities may participate, but the extent to which they participate is uncertain.
- Most states in which students with disabilities participate in academic achievement assessments do not report the data on these students.
- Despite state-level guidelines on who may be excluded from assessments and how to make testing accommodations for students with disabilities, variations in participation suggest that there is inconsistent implementation of the criteria.
- States are struggling with how to shift from long-standing data collection efforts on the processes of education toward collecting information on the outcomes of schooling.
- States are looking for clarification about expectations, requirements, and recommendations related to the current emphasis on compliance as well as the new emphasis on outcomes.
- Several states are exploring ways in which information from Individualized Educational Plans (IEPs) can be adapted to provide state-level information on the outcomes of education for students with disabilities.

■ Next Steps — 1992 Update

NCEO is updating the state survey annually to address key issues and to document changes in state outcomes assessment practices. In this first report, many states reported plans for sweeping changes in their current assessment systems, and it is the responsibility of the Center to document the progress made by states toward their outcomes-related goals. Follow-up investigations, along with the case studies already mentioned, will serve to enhance our understanding of the state-level enterprise of assessing educational outcomes for students with disabilities.

Section 1

State Contexts

Special education services are provided through the Office of Special Education and Rehabilitative Services to the District of Columbia and eight other educational entities. We refer to these as the Unique States and distinguish them from the 50 "regular" states. The unique states are:

- **American Samoa (Am Samoa)**
- **Bureau of Indian Affairs (BIA)**
- **District of Columbia (DC)**
- **Guam**
- **Commonwealth of the Northern Mariana Islands (CNMI)**
- **Republic of the Marshall Islands (RMI)**
- **Palau**
- **Puerto Rico (PR)**
- **U.S. Virgin Islands (USVI)**

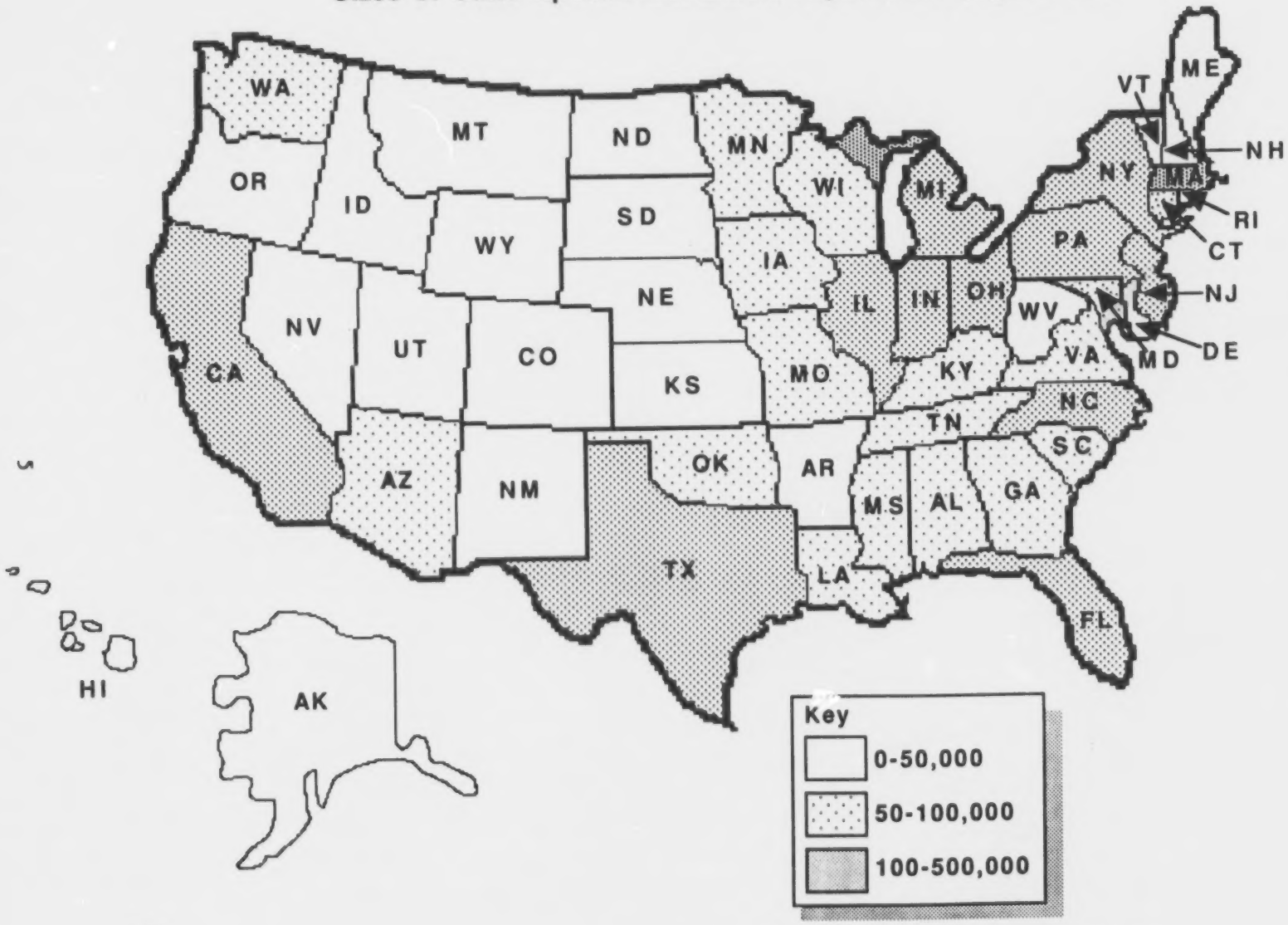
■ Student Population Receiving Special Education

Figure 1. State special education student populations vary. The figure shows states according to the number of students ages 3 to 21 years served in special education. The groupings of states are those with 0 to 50,000 special education students, 50,000 to 100,000 special education students, and 100,000 to 500,000 special education students.

Table 1. Numbers of special education students also vary in relation to the general education student population. Table 1 shows the general education student population, the special education student population, and the percentage of all students ages 5 to 17 years served in special education.

Figure 1

Sizes of State Special Education Populations (Ages 3-21)



Numbers for 1989-90, from Thirteenth Annual Report to Congress (U.S. Department of Education, 1991)

Table 1
Student Populations (Ages 5-17)

State	General Education	Special Education (IDEA, Part B; ESEA, Chap I (SOP))	Percent Special Education
Alabama	728,254	91,090	12.51
Alaska	109,028	12,260	11.24
Arizona	597,101	50,486	8.46
Arkansas	449,106	41,795	9.31
California	5,079,934	410,214	8.08
Colorado	526,686	49,156	9.33
Connecticut	463,800	56,499	12.18
Delaware	97,808	12,317	12.59
Florida	1,772,558	206,059	11.62
Georgia	1,126,111	91,181	8.10
Hawaii	169,193	9,966	5.89
Idaho	212,550	19,425	9.14
Illinois	1,745,985	221,530	12.69
Indiana	958,350	102,491	10.69
Iowa	478,734	52,157	10.89
Kansas	430,862	39,511	9.17
Kentucky	630,688	71,048	11.27
Louisiana	780,183	63,535	8.14
Maine	213,386	24,987	11.71
Maryland	698,806	79,925	11.44
Massachusetts	818,347	133,263	16.28
Michigan	1,500,000	145,489	9.70
Minnesota	692,100	71,851	10.38
Mississippi	501,772	55,524	11.07
Missouri	807,934	94,087	11.65
Montana	150,593	14,581	9.68
Nebraska	270,389	28,715	10.62
Nevada	186,834	15,748	8.43
New Hampshire	167,386	16,795	10.03
New Jersey	1,076,005	161,627	15.02
New Mexico	284,438	30,902	10.86
New York	2,572,500	260,137	10.11
North Carolina	1,078,153	111,572	10.35
North Dakota	117,134	11,320	9.66
Ohio	1,765,300	185,356	10.50
Oklahoma	580,000	60,672	10.46
Oregon	472,394	49,191	10.41
Pennsylvania	1,654,480	190,249	11.50
Rhode Island	135,035	16,171	11.98
South Carolina	616,179	70,956	11.52
South Dakota	127,115	13,019	10.24
Tennessee	839,860	94,398	11.24
Texas	3,309,000	301,438	9.11
Utah	435,762	40,955	9.40
Vermont	94,470	11,975	12.68
Virginia	985,749	96,472	9.79
Washington	809,727	72,186	8.91
West Virginia	328,069	39,393	12.01
Wisconsin	777,359	71,502	9.20
Wyoming	97,135	9,370	9.65

Numbers for 1989-90, derived from Tables AA5, AA14, AA16, AF5 in Thirteenth Annual Report to Congress (U.S. Department of Education, 1991).

Section 2

Special Education Federally-Reported Data

Historically, the emphasis of data collection in special education has been on the process of education, not on its results.

■ Participation and Exit Data

Table 2. The Office of Special Education Programs (OSEP) requires states to report two types of student data on a yearly basis: participation data and exit data. Participation information includes counts of the numbers of students in various special education categories and placements by grade and/or age. Exit information includes counts of the numbers of students who exit school by graduating, dropping out, earning completion certificates, etc. Some states collect information that exceeds these OSEP requirements. Twenty-three regular states and two unique states have statewide collection of extra participation information. Thirteen regular states and one unique state have statewide collection of exit information beyond that required by OSEP.

Table 3. The types of extensions of student participation information that states collect often are specific accountings of each student's time in general or special education classes. Seventeen regular states and one unique state have these types of data. Ten regular states and one unique state have other types of extensions of required data (e.g., hours of service by provider, extracurricular activities, students' social involvement, attendance data, or suspension/expulsion information).

Table 4. Most states collecting data beyond the required data have more detailed accountings of the circumstances of student exits from school. Several states that award multiple diploma types keep track of these at the state level for special education students. Trends or rates in graduation or dropout are collected for special education students by only a few states.

■ Uses of Data

Table 5. As expected, all states report required data to the federal government. In addition, participation and exit data often are used for program evaluation, for reports to state legislatures, and to send to local education agencies. Reports to the state education agency, other state agencies, or nonspecified accountability reports include a variety of within-state documents. The main point is that participation and exit data are a major part of states' data collection efforts, and may hold valuable information that is not being used fully at this time.

Table 2

Special Education Participation and Exit Data

STATE	PARTICIPATION		EXIT	
	Required by OSEP	Data Extensions*	Required by OSEP	Data Extensions*
Alabama	X		X	
Alaska	X		X	
Arizona	X		X	
Arkansas	X		X	
California	X		X	
Colorado	X	X	X	
Connecticut	X	X	X	
Delaware	X		X	
Florida	X		X	X
Georgia	X	X	X	X
Hawaii	X	X	X	
Idaho	X		X	
Illinois	X	X	X	
Indiana	X		X	
Iowa	X		X	
Kansas	X	X	X	
Kentucky	X		X	
Louisiana	X		X	
Maine	X		X	X
Maryland	X	X	X	X
Massachusetts	X	X	X	X
Michigan	X		X	
Minnesota	X	X	X	
Mississippi	X		X	
Missouri	X		X	
Montana	X	X	X	
Nebraska	X	X	X	X
Nevada	X		X	X
New Hampshire	X	X	X	X
New Jersey	X	X	X	X
New Mexico	X		X	
New York	X		X	
North Carolina	X	X	X	
North Dakota	X		X	
Ohio	X		X	
Oklahoma	X	X	X	
Oregon	X	X	X	
Pennsylvania	X	X	X	X
Rhode Island	X		X	
South Carolina	X		X	
South Dakota	X		X	
Tennessee	X	X	X	
Texas	X	X	X	
Utah	X		X	X
Vermont	X	X	X	X
Virginia	X	X	X	X
Washington	X		X	
West Virginia	X		X	
Wisconsin	X	X	X	
Wyoming	X	X	X	
Am Samoa	X		X	
BIA	X		X	
DC	X		X	
Guam	X	X	X	
CNMI	X	X	X	
RMI	X		X	X
Palau	X		X	
Puerto Rico	X		X	
USVI	X		X	

*Types of extensions listed in Table 3 and Table 4.

Table 3

Extensions of Participation Data

STATE	Suspension/Expulsion	Attendance	Social Involvement	Extracurricular Activities	Hours Service/Provider	Time in Special Education	Time in General Education
Colorado					X		X
Connecticut						X	
Georgia						X	
Hawaii							X
Illinois							X
Kansas						X	
Maryland					X		
Massachusetts							X
Minnesota							X
Montana							X
Nebraska		X					
New Hampshire				X			X
New Jersey					X		
North Carolina	X						
Oklahoma							X
Oregon						X	
Pennsylvania							X
Tennessee						X	
Texas			X	X			X
Vermont							X
Virginia				X			
Wisconsin							X
Wyoming		X					
Guam					X		
CNMI						X	

KEY FOR TABLE 5:

- Federal Report = Data report for OSEP
- State Legislature = Required report to legislature
- LEA Report = Report sent back to local agencies
- SEA Report = Report for state education agency
- Other State Agencies = Reports prepared for agencies outside of education
- Report for State = Nonspecified state report
- Accountability = Accountability report, nonspecified
- Student Decision = Individual decisions for students
- Program Evaluation = Evaluation and program improvement
- Parent Report = Report to parent

Table 4

Extensions of Exit Data

STATE	Graduation Trend/Rates	Dropout Trend/Rates	Dropout Reason	Diploma Type
Florida				X
Georgia				X
Maine			X	X
Maryland			X	
Massachusetts		X		
Nebraska	X		X	
Nevada				X
New Hampshire			X	
New Jersey			X	
Pennsylvania			X	
Utah		X		X
Vermont	X			X
Virginia				X
Palau				X

Table 5

Uses of Participation and Exit Data

STATE	PARTICIPATION											EXIT										
	Federal Report	State Legislature	LEA Report	SEA Report	Other State Agencies	Report for State	Accountability	Student Decision	Program Evaluation	Parent Report	Other	Federal Report	State Legislature	LEA Report	SEA Report	Other State Agencies	Report for State	Accountability	Student Decision	Program Evaluation	Parent Report	Other
Alabama	X											X										
Alaska	X											X										
Arizona	X	X		X		X	X					X			X		X					
Arkansas	X											X										
California	X	X		X								X	X	X	X							
Colorado	X	X	X	X								X	X	X								
Connecticut	X		X			X					X	X					X					
Delaware	X	X							X			X	X									
Florida	X											X		X				X		X		
Georgia	X	X	X									X	X	X						X		
Hawaii	X		X		X	X						X		X			X					
Idaho	X		X						X			X		X						X		
Illinois	X	X	X				X					X	X	X								
Indiana	X						X		X			X						X		X		
Iowa	X			X								X			X							
Kansas	X								X			X								X		
Kentucky	X								X			X		X								
Louisiana	X								X			X							X	X		
Maine	X					X						X					X					
Maryland	X	X							X			X	X							X		
Massachusetts	X	X										X	X									
Michigan	X		X									X		X								
Minnesota	X	X	X									X	X	X								
Mississippi	X											X										
Missouri	X											X	X	X								
Montana	X		X						X			X										
Nebraska	X					X						X					X					
Nevada	X											X								X		
New Hampshire	X	X	X						X			X	X	X								
New Jersey	X		X	X			X		X			X		X	X							
New Mexico	X			X								X			X							
New York	X											X					X			X		X
North Carolina	X	X							X			X	X	X					X			
North Dakota	X			X								X			X							
Ohio	X	X										X	X									
Oklahoma	X											X										
Oregon	X			X								X			X							
Pennsylvania	X			X								X		X	X		X					
Rhode Island	X								X			X										
South Carolina	X											X										
South Dakota	X											X										
Tennessee	X											X										
Texas	X								X		X	X										X
Utah	X											X		X								
Vermont	X											X								X		
Virginia	X								X			X		X						X		
Washington	X											X								X		
West Virginia	X											X										
Wisconsin	X	X	X									X	X	X								
Wyoming	X	X										X	X									
Am Samoa	X								X			X								X		
BIA	X								X			X								X		
DC	X											X										
Guam	X		X									X		X								
CNMI	X											X										
RMI	X											X										
Palau	X											X		X					X	X		
Puerto Rico	X								X			X								X		
USVI	X								X			X								X		

Section 3

State Assessment Of Outcomes

■ Outcomes Areas and Assessors

Achievement data are gathered most often through general education efforts. Special education most often collects data on the status of its students, both in and out of school.

Table 6. Assessment activities in a state may be directed by different groups. For descriptive purposes, the "assessor" is defined as the primary unit or department responsible for data collection. In this report, the assessor is categorized as general education, special education, or both. Vocational education and assessment units are considered to be part of general education. This categorization is a simplification of actual reports from states.

Table 6 shows that general education is primarily responsible for the assessment of achievement outcomes. General education administers the academic achievement effort in thirty-four of the thirty-nine regular states and in six of the eight unique states that have achievement data. State-level information is generated most often from these large-scale general education assessments in which students with mild disabilities may have participated. Special education rarely conducts its own achievement assessments. Additional information on state achievement assessment activities is provided in Section 4 (Assessment of Achievement) and in **Chart A**.

Fourteen regular states and three unique states have state-level information on the school attainment of students with disabilities. "Attainment" is defined as the highest grade or program completed by a student. Only those states indicating that grade level or program completion information is aggregated at the state level are included in this category. States indicating that completion information could be inferred from enrollment data are not included. In sixteen of the seventeen states, special education is involved in obtaining attainment information.

Ten regular states and one unique state collect information on retention of students with disabilities. In six of these, special education is responsible for collecting these data, while in two others retention data on special education students are obtained by the general education unit. Joint efforts are responsible for retention data in the remaining three states.

Only the assessment of in-school vocational skills is reported under the vocational skills column in Table 6. This is distinguished from vocational skills assessed after a student has left school. Post-school vocational skills assessment is captured in the post-school status category. The assessment of in-school vocational skills occurs in four regular states and one unique state, always through the combined efforts of special education and vocational education.

Only one regular and one unique state have state-level assessments of functional life maintenance skills (e.g., self care, adaptive behavior, domestic skills) of students with disabilities. Post-school information related to these skills is not included in this category.

Three regular states assess the attitudes and aspirations of students with disabilities while they are enrolled in school. Post-school collection of information on attitudes and aspirations is not represented here. Even if it had been, the general picture would be one of minimal attempts to assess affective outcomes.

Information on the post-school status and experiences of former special education students is collected in twenty-three regular states and four unique states. In ten regular states and four unique states, these data are gathered by the special education unit. Four states gather post-school data through a combined effort of special education and general education. Post-school status information is gathered through

general education efforts (usually vocational education) in nine regular states.

Three regular states and one unique state have other types of outcomes data on children and youth with disabilities. Colorado has preschool follow-up data. Ohio has IEP objective mastery data. The District of Columbia has parent and stakeholder satisfaction information. Each of these efforts is a special education project. Texas has retrospective vocationally-relevant information from a vocational education effort.

Many types of data are collected within states, but often these data are not aggregated on a statewide basis (e.g., local district studies of student outcomes). The data collection of interest in this report is limited to state-level aggregated data, so caution must be exercised in describing the extent of data collection activities in a state.

■ Special Education Outcomes Assessment Activities

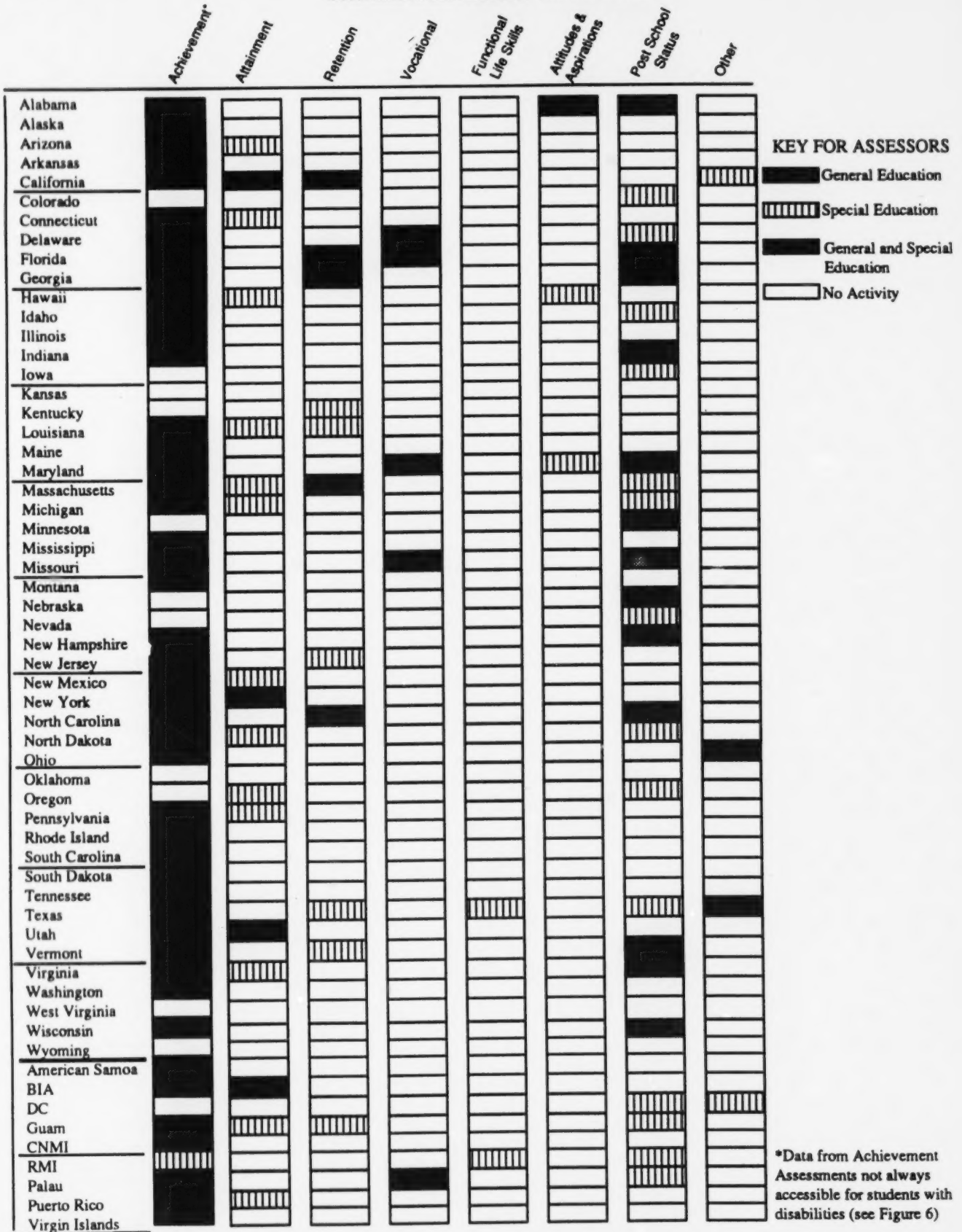
Figure 2. It is important to look at what special education is doing to document the outcomes of the students it serves. Eight maps are included in Figure 2 to show which regular states and unique states collect information through special education efforts (either alone or with other units). The maps show the general lack of special education data collection efforts that yield state-level outcomes data on students with disabilities. Areas in which states are collecting information tend to be related to required data collection efforts. Attainment and retention data tend to be associated with OSEP required data. Post-school status information is either related to data requirements of the vocational education unit or is part of a previously funded state evaluation study. Even when originally part of a short-term study, post-school data collection efforts often are maintained in a state because of the perceived value of the data to educators, legislators, and the public.

■ Uses of Data

Table 7. States that collect information on achievement or post-school status may use it for a variety of purposes. These are shown in Table 7. States can use the information for more than one purpose, and most do. For example, achievement data are used most frequently for reports to local school districts, program evaluation, and individual decisions about students. Post-school status data are used for fewer purposes overall. The most frequent use clearly is for program evaluation.

Figure 3. A comparison of the primary uses of participation, exit, achievement, and post-school status data is provided in Figure 3. Most obvious from this comparison is that required data are used mostly to produce reports to the federal agency as well as to other constituencies. When achievement and post-school status data are collected, they are used more often for purposes other than reporting. Still, the emphasis on reporting data is clear. This is a concern in some states where the volume of data already being produced is being devalued in light of current reform movements. At the same time, some states are noting the need to raise stakeholder awareness of the value of outcomes data before support can be obtained for new data collection efforts.

Table 6
Outcomes Areas Assessed and Assessors



*Data from Achievement Assessments not always accessible for students with disabilities (see Figure 6)

Figure 2

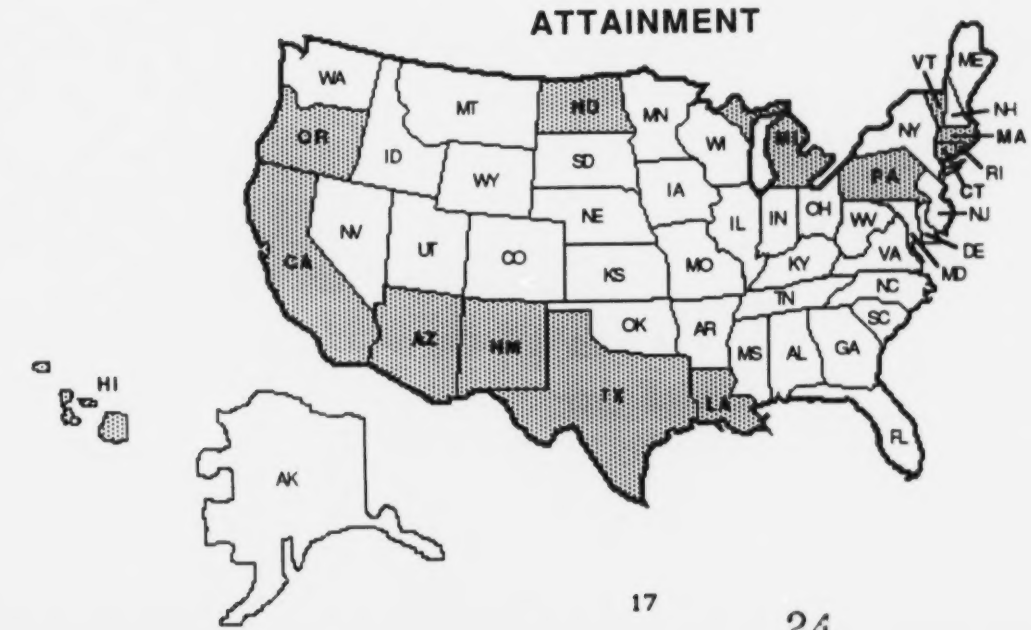
Special Education Outcomes Assessment Activities

= Special Education Activity

ACHIEVEMENT

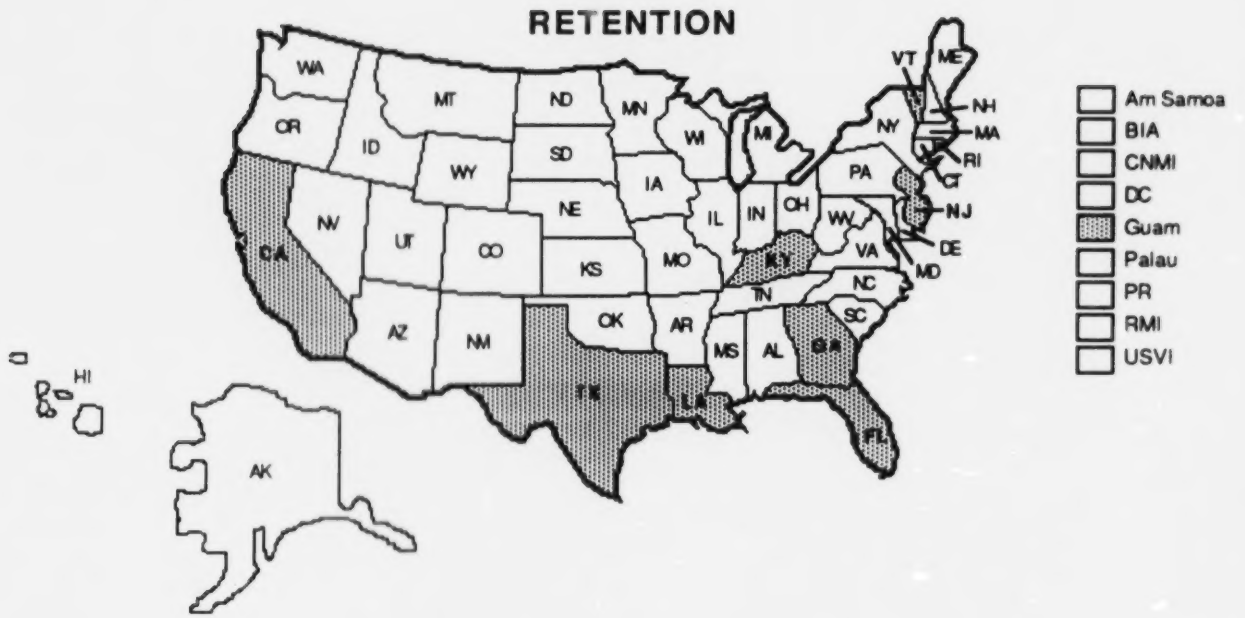
- American Samoa
- Bureau of Indian Affairs (BIA)
- Commonwealth of the Northern Mariana Islands (CNMI)
- District of Columbia (DC)
- Guam
- Palau
- Puerto Rico (PR)
- Republic of the Marshall Islands (RMI)
- U.S. Virgin Islands (USVI)

ATTAINMENT



- Am Samoa
- BIA
- CNMI
- DC
- Guam
- Palau
- PR
- RMI
- USVI

Figure 2 (continued)



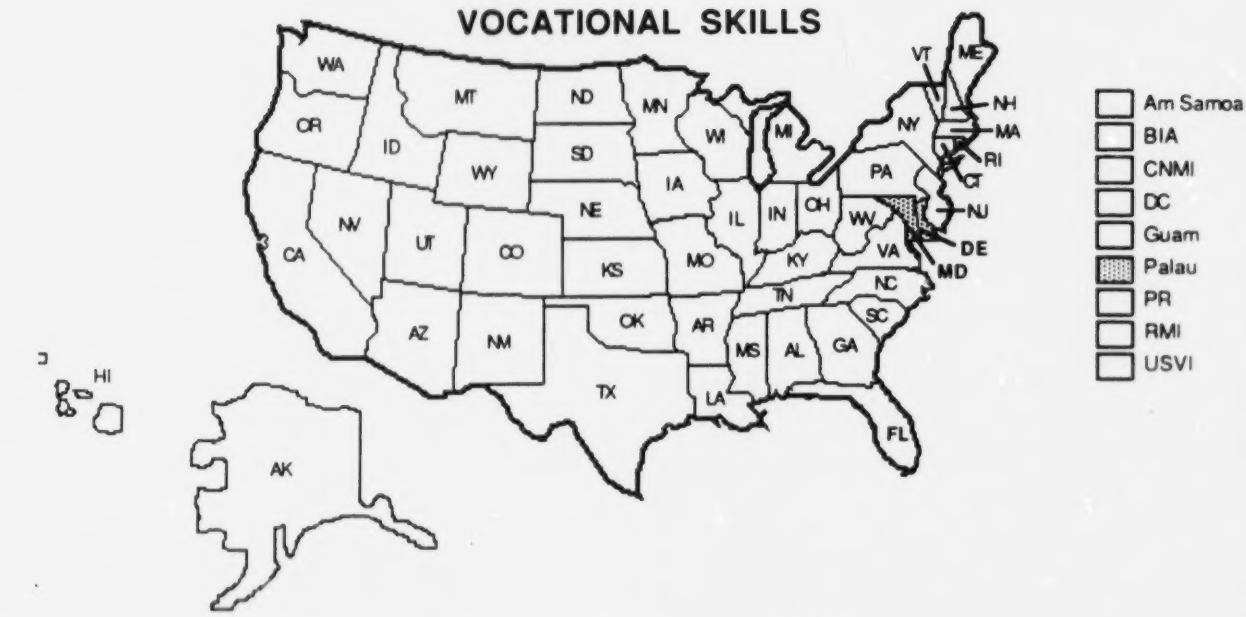
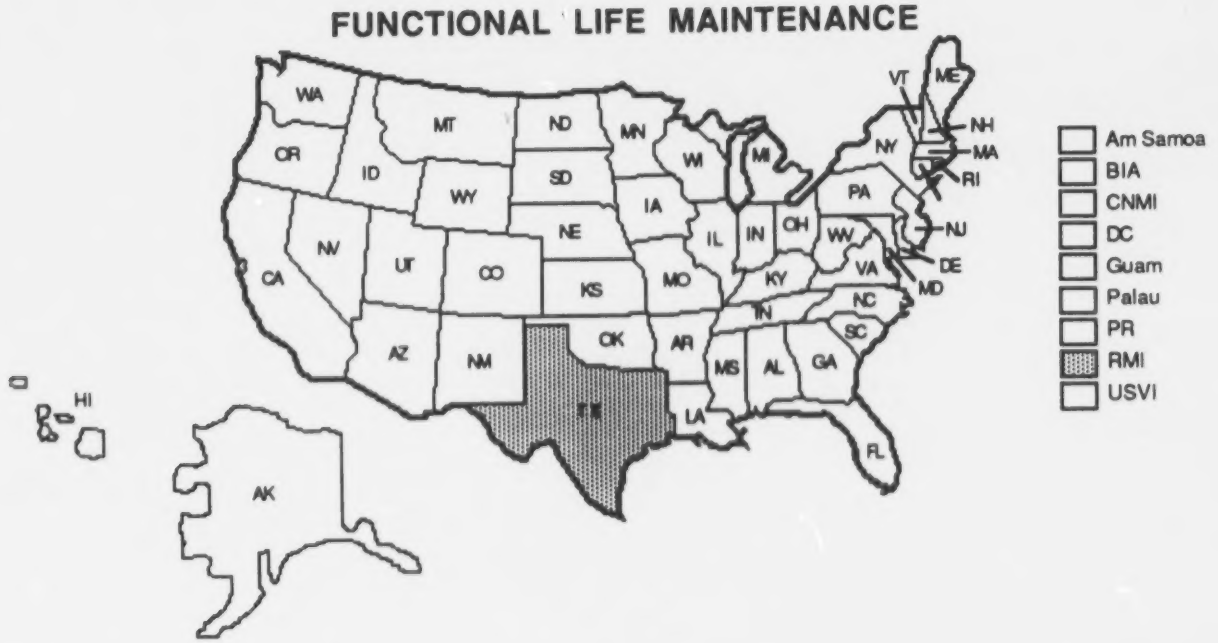


Figure 2 (continued)



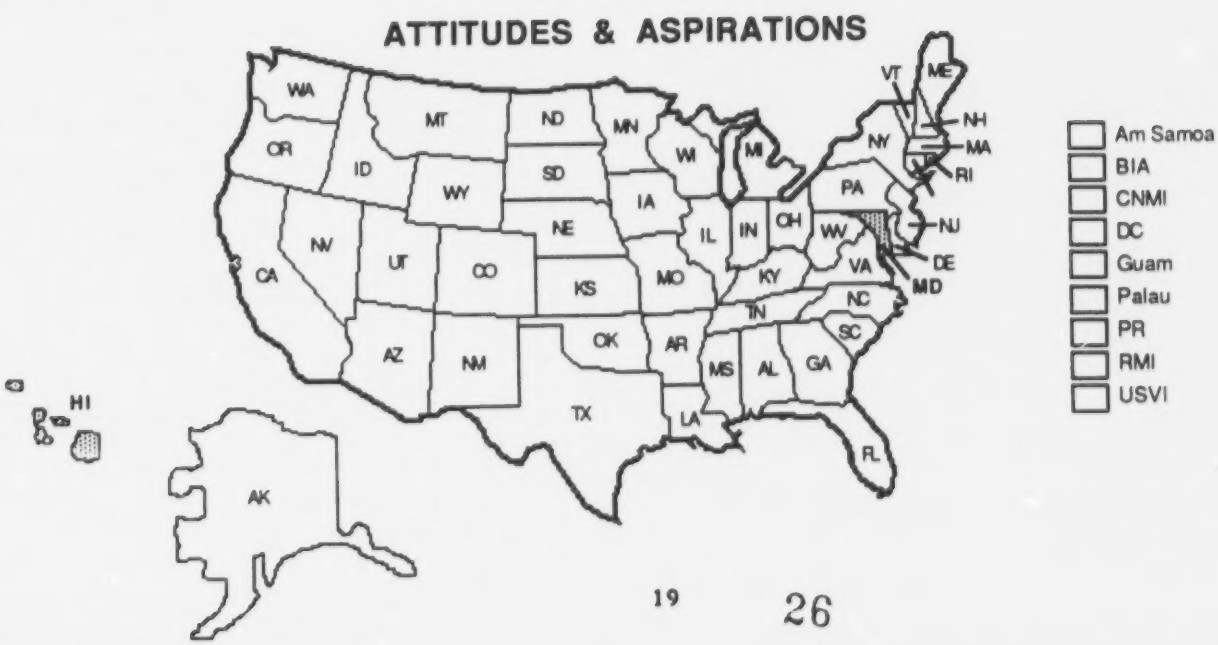


Figure 2 (continued)

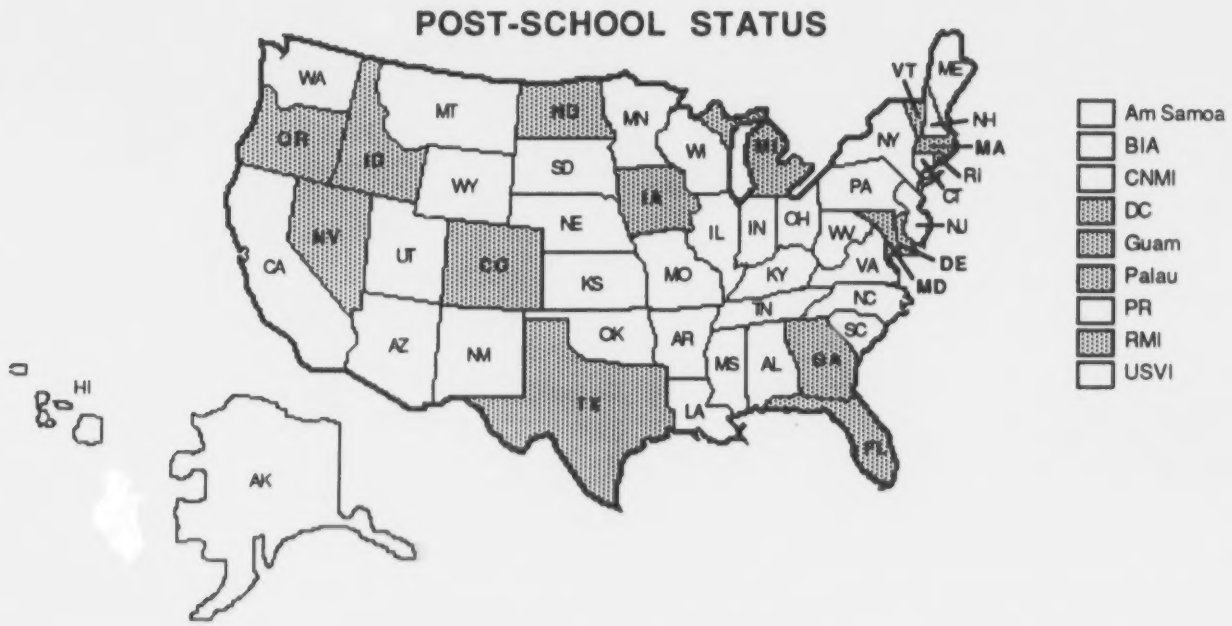
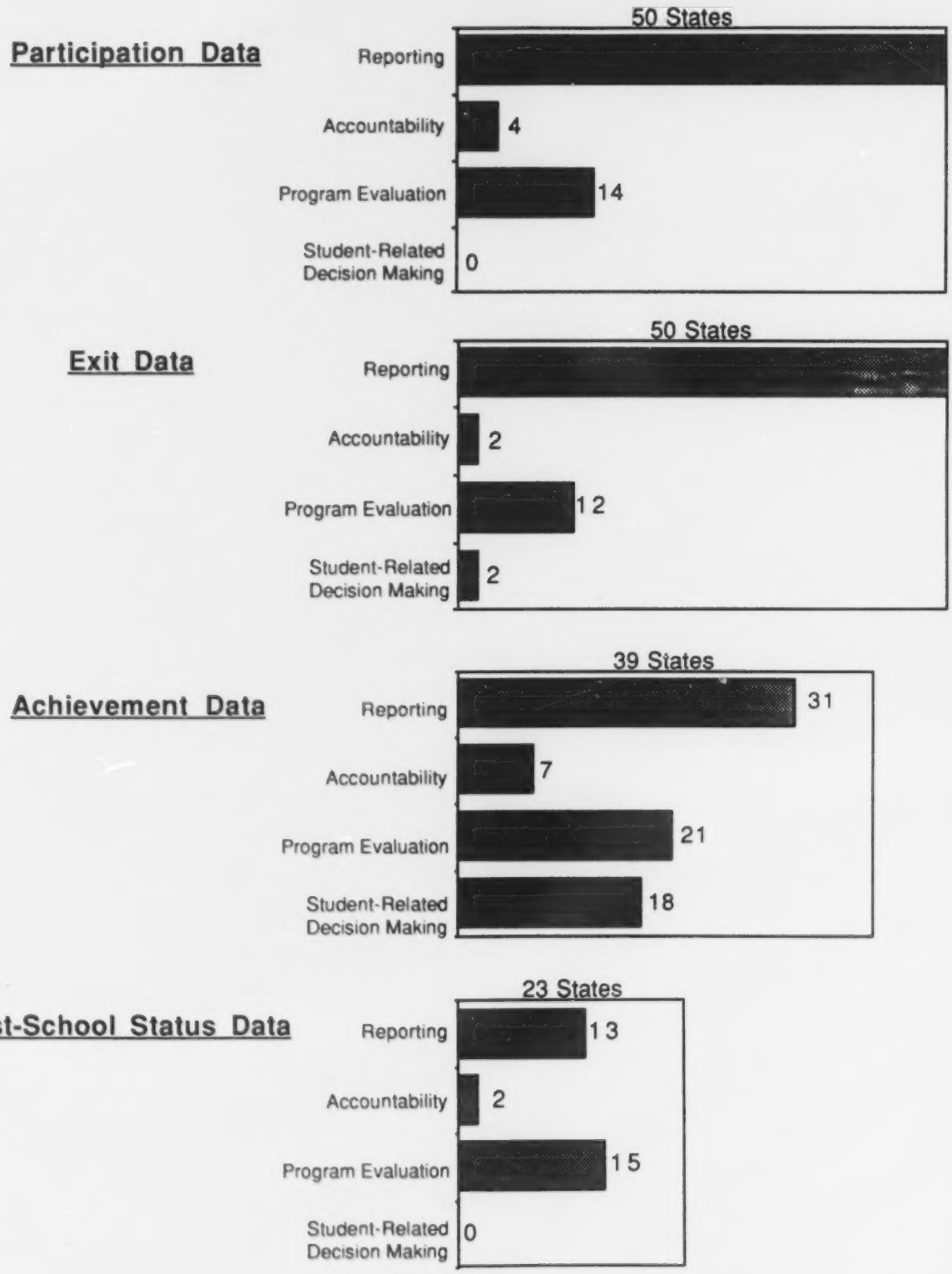


Table 7

Uses of Achievement and Post-School Status Data

STATE	ACHIEVEMENT											POST-SCHOOL STATUS										
	Federal Report	State Legislature	LEA Report	SEA Report	Other State Agencies	Report for State	Accountability	Student Decision	Program Evaluation	Parent Report	Other	Federal Report	State Legislature	LEA Report	SEA Report	Other State Agencies	Report for State	Accountability	Student Decision	Program Evaluation	Parent Report	Other
Alabama								X				X										
Alaska					X				X													
Arizona			X			X			X													
Arkansas						X		X	X													
California			X	X			X	X												X		X
Colorado																						
Connecticut							X	X	X							X				X		
Delaware			X	X		X			X					X								
Florida			X																	X		
Georgia		X	X								X											
Hawaii		X	X					X					X	X								
Idaho		X	X	X																		
Illinois		X					X		X													
Indiana			X					X	X									X		X		
Iowa																				X		
Kansas																						
Kentucky																						
Louisiana								X	X													
Maine								X	X	X												
Maryland			X					X					X	X								
Massachusetts		X	X													X						
Michigan			X	X						X				X	X					X		
Minnesota												X						X				
Mississippi			X					X	X													
Missouri		X	X												X					X		
Montana				X					X													
Nebraska																				X		
Nevada																				X		
New Hampshire						X			X		X											
New Jersey			X					X						X								
New Mexico				X			X	X														
New York				X		X		X														
North Carolina			X				X							X	X					X		
North Dakota		X		X																		
Ohio		X	X	X				X														
Oklahoma																				X		
Oregon																						
Pennsylvania			X				X		X													
Rhode Island			X																			
South Carolina		X	X					X	X													
South Dakota			X						X													
Tennessee								X	X													
Texas								X	X				X							X		
Utah									X													
Vermont			X						X											X		
Virginia							X		X											X		
Washington		X	X						X													
West Virginia																						
Wisconsin		X	X					X						X						X		
Wyoming																						
Am Samoa								X	X													
BIA									X									X		X		
DC																				X		
Guam			X						X													
CNMI									X													
RMI			X							X									X			
Palau								X											X			
Puerto Rico			X						X													
USVI							X		X													

Figure 3
How Regular States Use Collected Data



Section 4

Assessment of Achievement

A significant number of students with mild disabilities already are included to some extent in state assessments of academic achievement. But, the usefulness of the assessment data is diminished by inconsistent inclusion decisions, variable accommodation guidelines, and limited attention to evaluations of the performance of students with disabilities.

■ Types of Achievement Information

Figure 4. Figure 4 shows, in summary form, the types of student achievement data that are collected in the states. The vast majority of information comes from general education testing in which students with disabilities may participate. References to "IEP objectives met" reflect the efforts of some states to make greater use of the IEP document and results of annual evaluations of student progress in meeting IEP objectives. While this information is supposed to be state-level data, the IEP may have been identified simply because it is a required state document. Some states probably did not view the IEP as an alternative assessment yielding state-level information, even though it is required by the state.

Figure 5. Students with disabilities who do not participate in general education achievement assessments may participate in alternative assessments. Figure 5 shows the states that use alternative assessments. Typically, the IEP is the focus of the alternative assessment.

■ Achievement Data for Special Education

Figure 6. Students with disabilities participate in state-level achievement assessments in forty-nine of the fifty regular states and eight of the nine unique states. However, only twenty-eight of the forty-nine regular states and five of the eight unique states can identify special education students in their data sets. Figure 6 shows the states in which the data of students with disabilities who participate in achievement testing are accessible. Some states do not have accessible data on students with disabilities because they choose not to separate students in special education from the general education population. Several other states view identification of students with disabilities as desirable because they want information specific to the achievement of their special education students. Several of the states without currently accessible data are working toward this capability.

Table 8. Estimating the number or percentage of students with disabilities who participate in statewide assessments is difficult for states. Table 8 is a summary of the estimates given by states. Many states are unable to provide estimates. Clearly, there is considerable variation from one state to the next in participation rates. The percentages (which range from 2% to 104%) also suggest that there may be considerable confusion about the inclusion of students with disabilities. These data indicate that a first step toward better data on outcomes for students with disabilities is to know how many students with disabilities actually participate in existing assessment systems. Next, there is a need to look at variability in rates to determine ways to reduce that variability.

■ Inclusion and Accommodations

Figure 7. Despite the apparent confusion about numbers of students with disabilities who participate in achievement assessments, many states do have written rules about inclusion of students with disabilities. These states are shown in Figure 7. Of the forty-nine regular states in which students participate in statewide

testing, thirty-four have formal or written guidelines for these decisions. Four of the unique states have formal or written guidelines. Despite these guidelines, State Directors of Special Education often question how consistently the guidelines are implemented in different settings. Variations in participation may be attributable to the motivation of decision makers to include or exclude students with disabilities in large-scale assessments.

Table 9. States use many types of decision rules about inclusion, regardless of whether they have formal/written inclusion guidelines. These rules range from student characteristics or program characteristics, to undefined decisions made at the local level (usually at the school level). Clearly, most rules involve locally-determined guidelines.

Table 10. A variety of personnel are considered responsible for making decisions about the inclusion of specific students with disabilities. In most states, the IEP team is considered to have the responsibility for making inclusion decisions.

The actual rules and decision makers are listed regardless of whether they overlapped. The emphasis on local control is evident in both Tables 9 and 10.

Figure 8. Accommodations in testing procedures are often necessary when students with disabilities participate in general education assessments. Accommodations of some type are allowed in forty-two regular states. Formal or written guidelines are published by the state education agency in twenty-eight of these states. None of the unique states have formal or written accommodation guidelines at this time.

Table 11. Accommodations for students with disabilities are of four main types: alternate presentation mode, alternate response mode, flexibility of time limits, and flexibility of test setting. Alternate presentation modes include the use of Braille, oral reading, sign language, large print materials, and other IEP-determined modes. Alternate response modes include the use of computers, oral responses, sign language, and other IEP-determined modes. When states use IEP-determined modes, they often do not list other specific types of presentation or response modes. Alternate presentations modes, most often as prescribed by the IEP team, are the most common kind of testing accommodations made for students with disabilities.

■ Assessment of Basic Skills

Figure 9. State assessments of basic academic skills focus most often on reading and mathematics, regardless of whether one looks at all states or at only those states with accessible data for students with disabilities. As indicated in Figure 9, other areas (e.g., language arts, science, etc.) are assessed by only about half as many states as are reading and math.

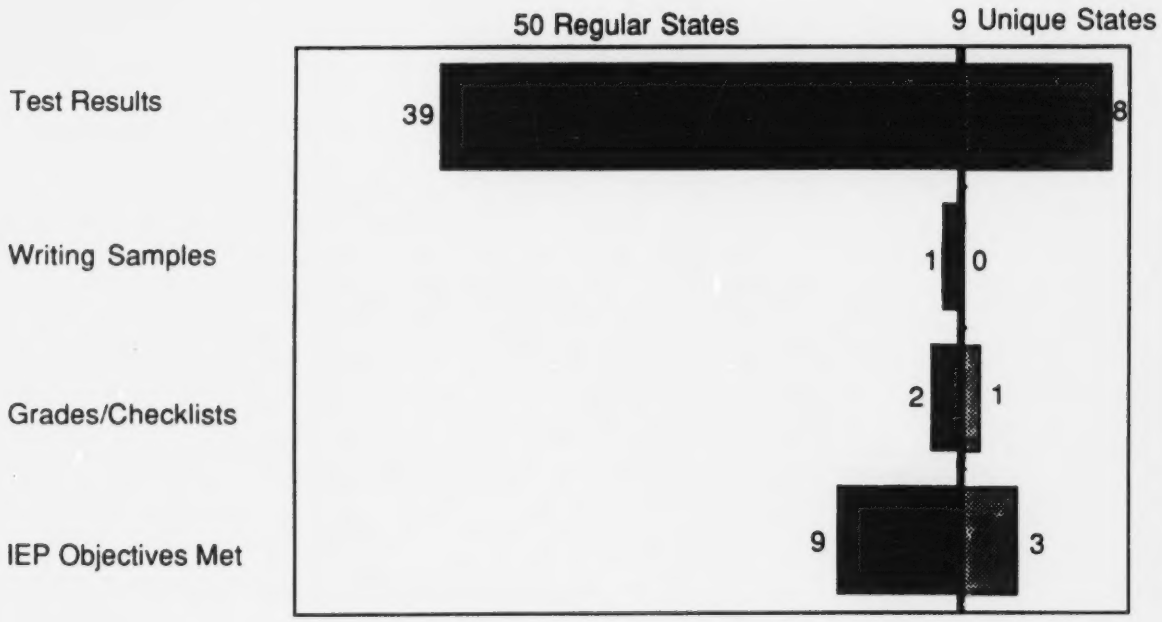
Detailed descriptions of state assessment activities in several outcome areas (academic achievement, post-school status, vocational skills, functional life maintenance, and attitudes and aspirations) are provided in **Chart A** at the end of this report.

Figure 10. States are using many different kinds of instruments to assess achievement. Most common are norm-referenced tests, which are used in nineteen regular states and five unique states overall, and by twelve regular states and two unique states with accessible data. Criterion-referenced tests also are used often. Relatively speaking, more information is accessible from criterion-referenced and minimum competency measures than from norm-referenced assessments.

Table 12. To determine whether states have specific test data that could be used to form a common data pool, it is necessary to look at specific instruments that are used. Looking at the norm-referenced instruments used most often (as in Table 12), it is evident that no single test is used by more than a handful of states, regardless of whether they have accessible data on students with disabilities. Data from different states thus are not likely to be merged to produce any meaningful insights about the achievement of special education students, unless some form of equating across instruments is used. Not directly reflected in Table 12, but important nonetheless is the general shift in assessment strategies of states, away from the use of norm-referenced devices toward the use of instruments developed specifically by or for their state education agency and reflecting the state's curricular emphases.

Figure 4

Types of Achievement Information*



*Achievement information is from both general and special education efforts. It is unclear whether IEP information is actually state-level information.

Figure 5

States Using Alternative Achievement Assessments

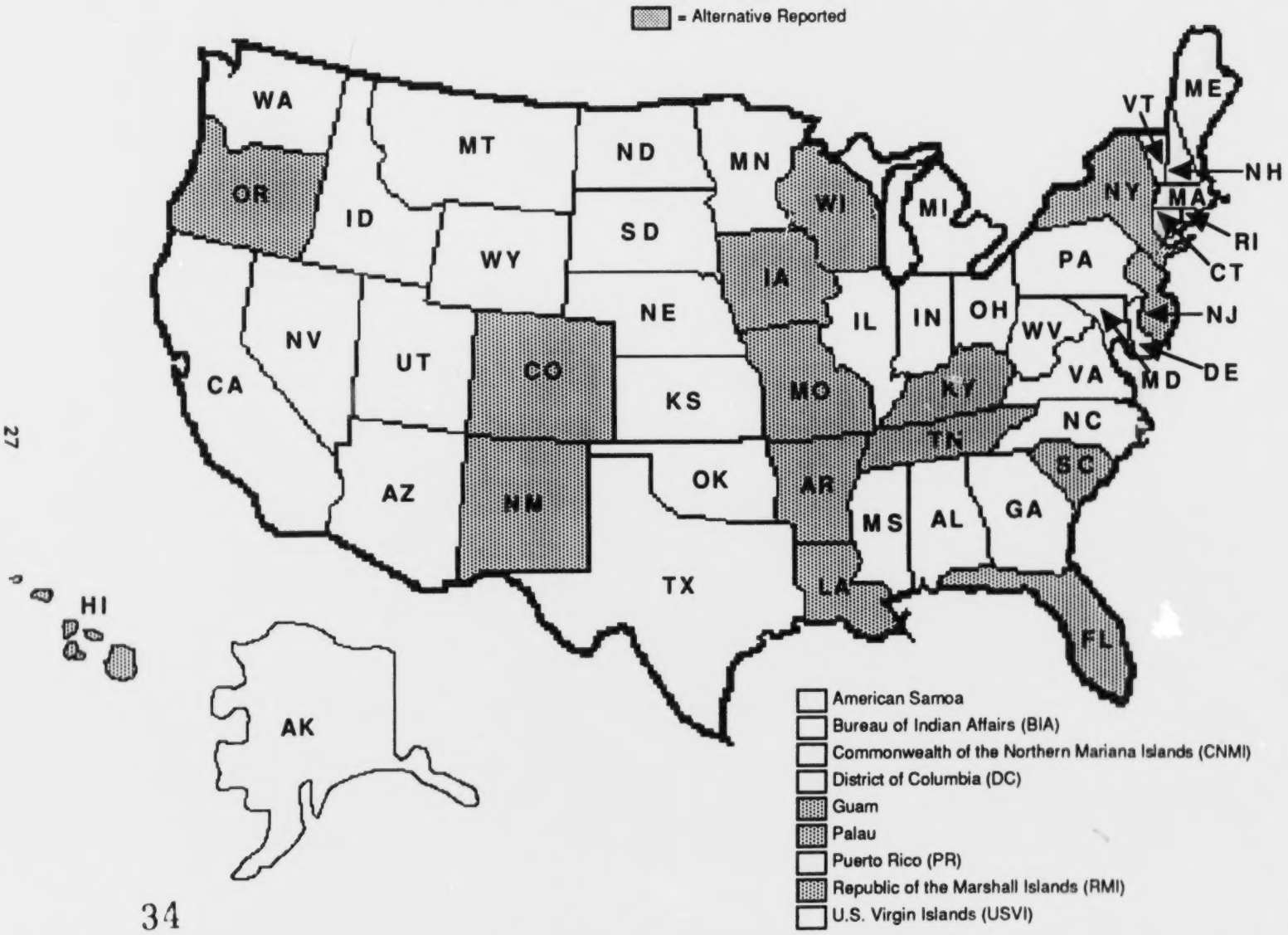
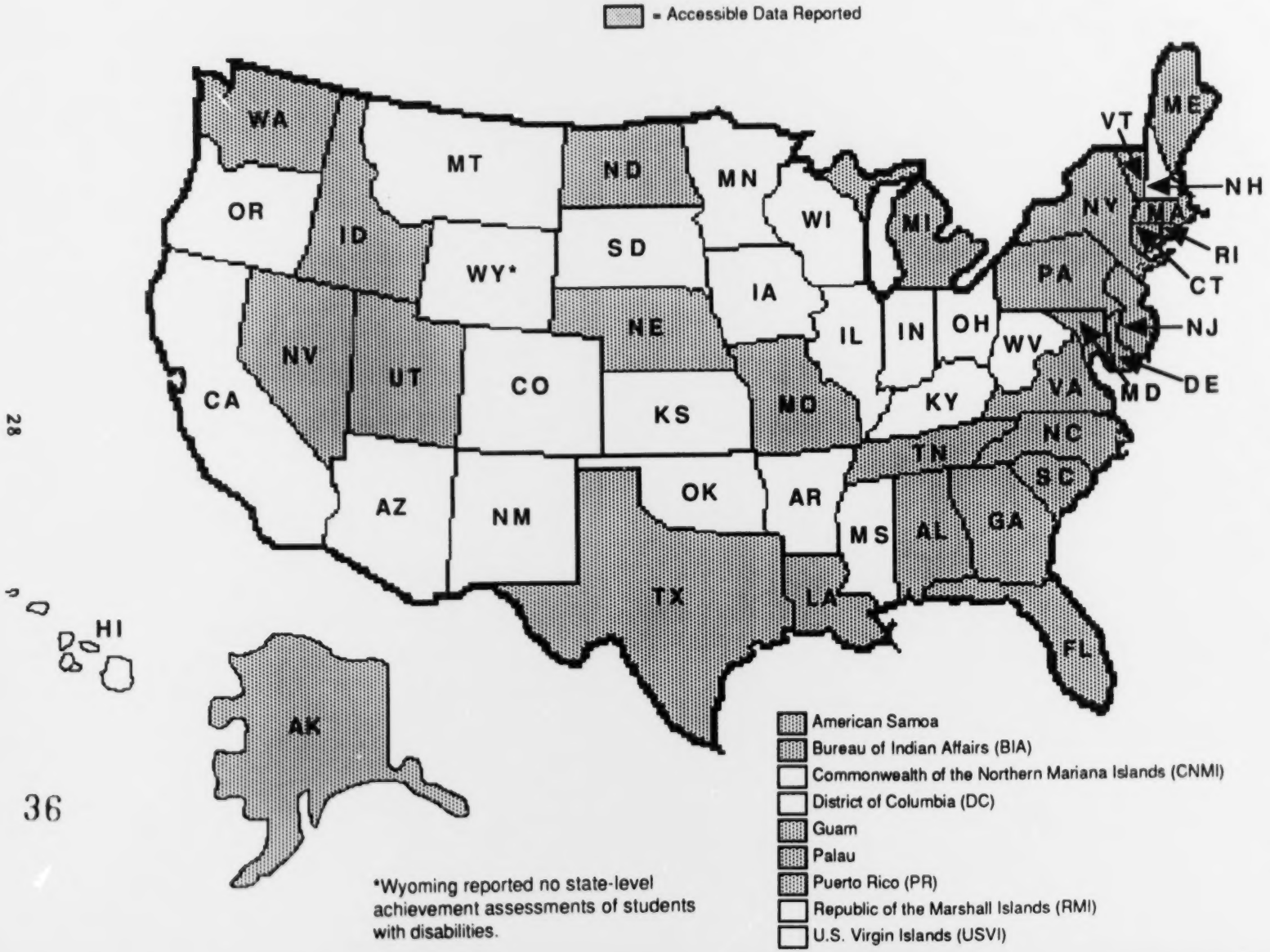


Figure 6

States with Accessible Achievement Data on Students with Disabilities



*Wyoming reported no state-level achievement assessments of students with disabilities.

Table 8

Estimated Participation of Students with Disabilities in State Achievement Assessments*

STATE	NUMBER	PERCENT
California	-----	over 90%
Connecticut	-----	65%
Delaware**	-----	104%
Georgia	3,000-4,000	-----
Indiana	20,000+	-----
Louisiana	5,000	-----
Maine	-----	95%
Michigan	-----	2%
Montana	-----	50%
New Jersey	-----	50-60%
New York	28,000	-----
North Carolina	-----	98%
Pennsylvania	7,794	6%
South Carolina	9,500	-----
Tennessee	-----	90-95%
Texas	-----	70%
Utah	30-35,000	71-83%
Virginia	6,000	-----
Wisconsin	5,145	45%
Am Samoa	280	77%
CNMI	250	50%
RMI	255	-----
Palau	10-15	12-15%

* See Chart A for categories of disabilities included in state assessments.

** Delaware percentage verified in Special Education Effectiveness Development System (SEEDS). Delaware Department of Public Instruction, 1991. Ratio formed by dividing the number of students tested (May) by the number of students eligible (September).

Figure 7

States with Formal/Written Rules for Inclusion in Assessments

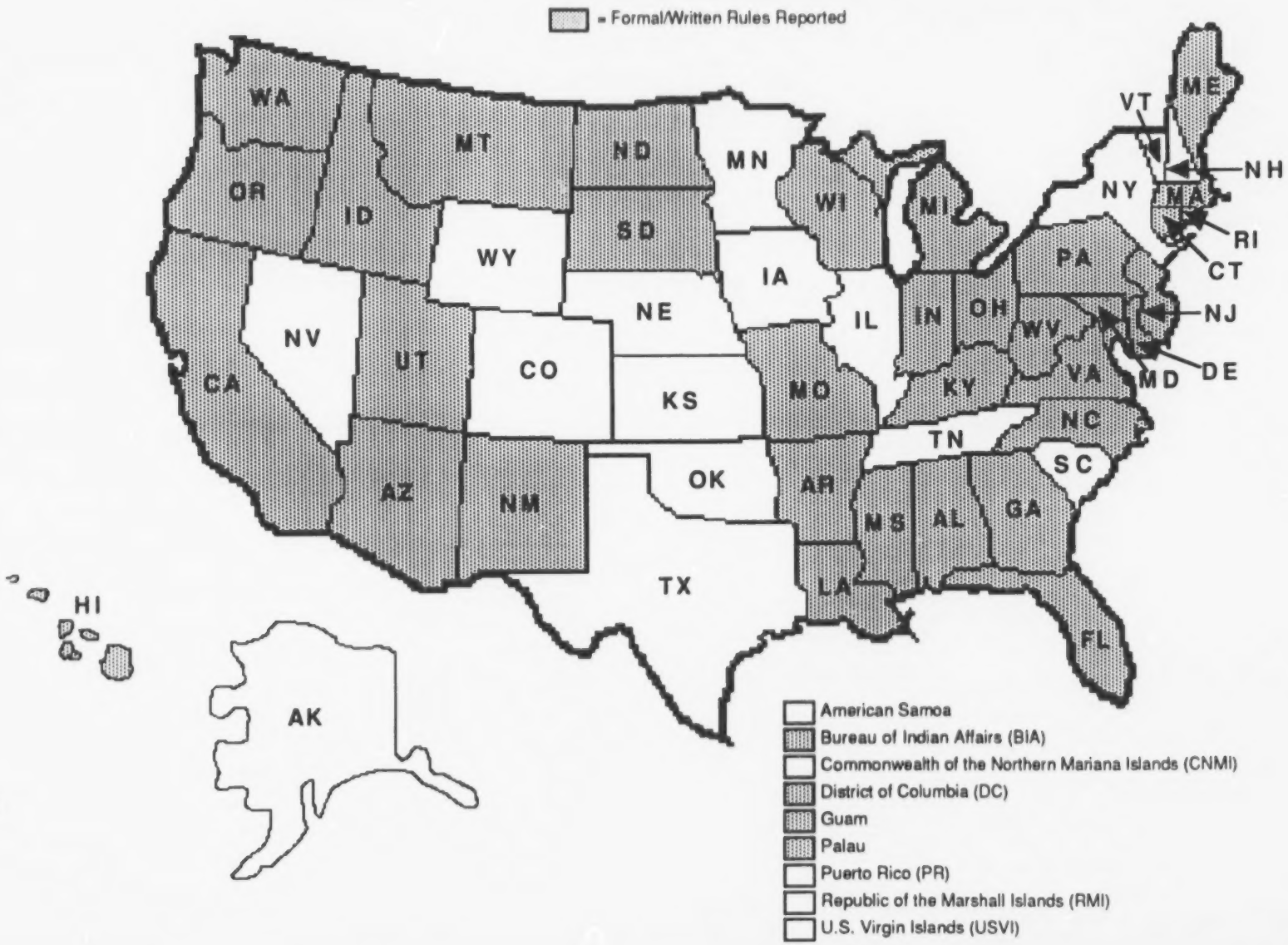


Table 9

Decision Rules for Inclusion in State Assessments

STATE	Local Decision	Student Specific Characteristics	Level of Service Received	Courses Mainstreamed	Time in General Education	Other
Alabama	X					
Alaska		X				
Arizona	X					
Arkansas	X	X	X	X		
California			X			
Colorado			X		X	
Connecticut		X				
Delaware		X				
Florida						X
Georgia		X				
Hawaii		X			X	
Idaho					X	
Illinois	X					
Indiana						X
Iowa	X					
Kansas	X					
Kentucky	X	X				
Louisiana	X					
Maine	X	X				
Maryland						X
Massachusetts	X					
Michigan	X				X	
Minnesota	X					
Mississippi		X		X		
Missouri	X					
Montana				X	X	
Nebraska	X					
Nevada						
New Hampshire	X	X				
New Jersey						X
New Mexico		X				
New York		X				
North Carolina	X	X				
North Dakota	X	X		X		
Ohio	X	X				
Oklahoma	X					
Oregon	X					
Pennsylvania				X		
Rhode Island			X		X	
South Carolina			X			
South Dakota	X					
Tennessee	X					
Texas		X				
Utah	X					
Vermont						X
Virginia	X	X				
Washington						X
West Virginia		X				
Wisconsin			X			
Wyoming	X					
Am Samoa				X		
BIA						X
DC		X				X
Guam						
CNMI						
RMI						
Palau						X
Puerto Rico				X		
USVI	X					

Table 10

Decision Makers for Inclusion in State Assessments

STATE	IEP Team	State Agency Personnel (SEA)	Parents	Local Decision	School Principal	Teacher	Test Personnel
Alabama	X						
Alaska	X						
Arizona	X			X			
Arkansas	X	X					
California		X					
Colorado				X			
Connecticut	X						
Delaware	X						
Florida	X		X		X		
Georgia	X		X				
Hawaii	X		X		X		
Idaho	X				X		
Illinois	X			X	X		
Indiana	X						
Iowa				X			
Kansas	X			X			
Kentucky		X					
Louisiana	X						
Maine	X						
Maryland	X						
Massachusetts	X			X			
Michigan	X				X		
Minnesota	X				X		
Mississippi	X						
Missouri	X	X		X			
Montana		X					
Nebraska				X			
Nevada	X						
New Hampshire	X		X				
New Jersey	X						
New Mexico	X			X			
New York	X		X	X			
North Carolina	X		X				
North Dakota	X			X			
Ohio	X		X				
Oklahoma	X		X	X			
Oregon				X	X		
Pennsylvania				X			
Rhode Island	X						
South Carolina	X						
South Dakota				X			
Tennessee	X						
Texas							
Utah					X		
Vermont		X					
Virginia	X						
Washington			X				
West Virginia	X						
Wisconsin	X						
Wyoming							
Am Samoa		X			X		X
BIA					X		
DC				X	X		
Guam				X	X		
CNMI					X		
RMI							
Palau				X		X	
Puerto Rico	X						
USVI					X		

Figure 8
States With Formal/Written Testing Accommodation Guidelines

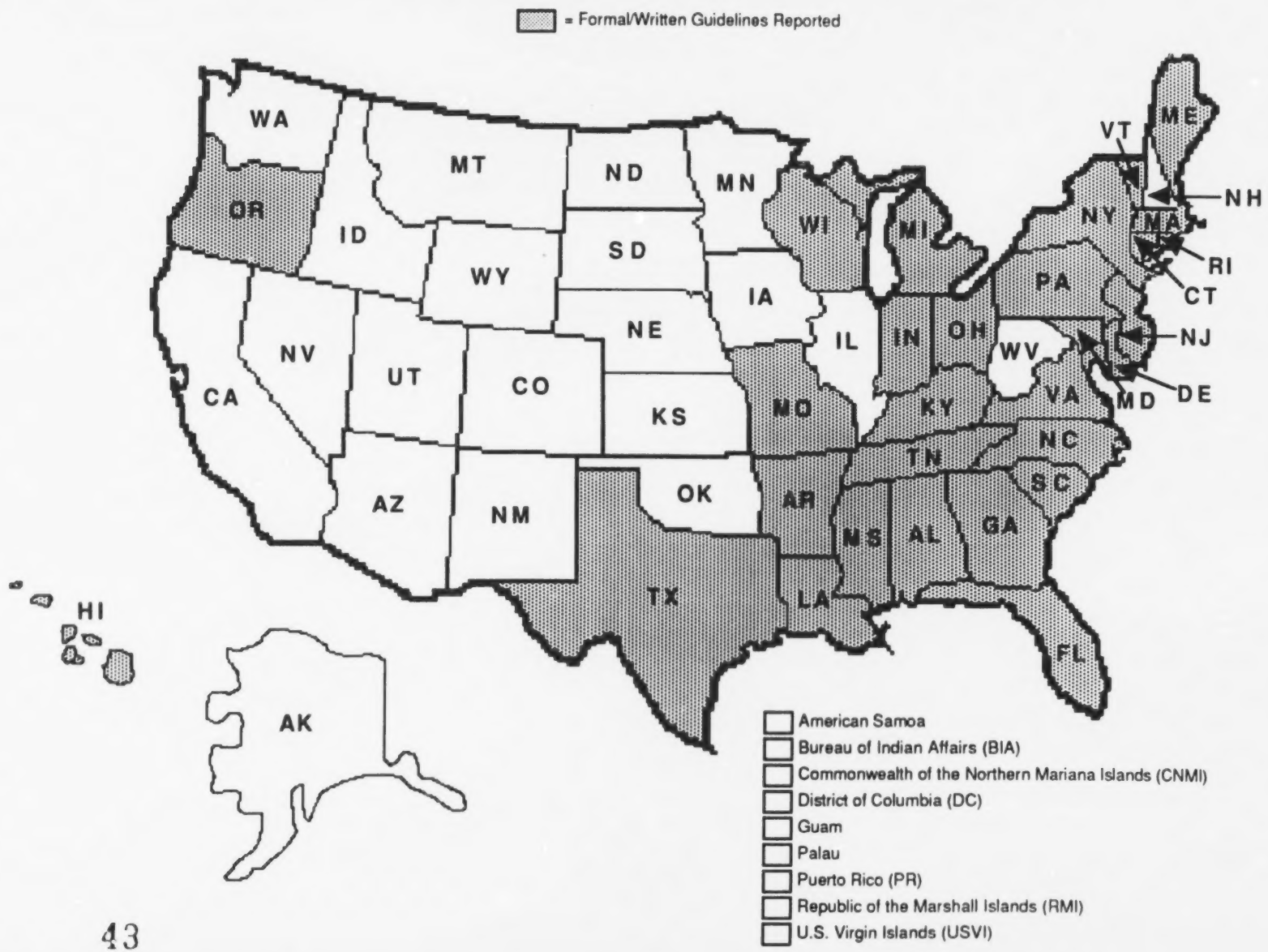


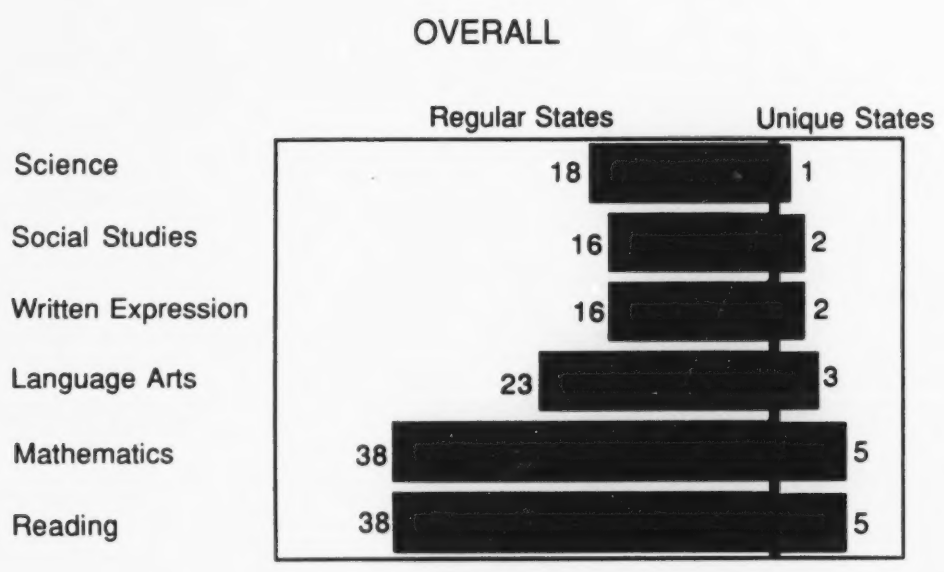
Table 11

Testing Accommodations Allowed by States

STATE	Accommodation Type				Specific Alternate Presentation Modes					Specific Alternate Response Modes			
	Flexible Time	Alternate Presentation Mode	Flexible Setting	Alternate Response Mode	Braille	Oral Reading	Sign Language	IEP Determined	Large Print	Computer	Oral Response	Sign Language	IEP Determined
Alabama	X	X	X	X	X		X	X			X	X	
Alaska		X			X			X					
Arizona	X	X			X			X		X			X
Arkansas	X	X	X	X	X		X					X	
California													
Colorado		X			X								
Connecticut	X	X	X	X	X	X	X				X	X	
Delaware	X		X						X				
Florida	X	X	X	X	X	X	X	X		X	X	X	
Georgia		X	X	X	X			X		X	X	X	
Hawaii	X		X										
Idaho	X	X											
Illinois		X			X								
Indiana	X	X	X	X				X					
Iowa													
Kansas		X			X			X					
Kentucky	X	X	X	X	X	X	X	X			X	X	X
Louisiana								X					
Maine	X	X	X	X	X	X		X	X	X	X	X	
Maryland	X	X	X	X				X					
Massachusetts	X	X	X	X	X	X	X		X				X
Michigan		X			X								
Minnesota													
Mississippi	X	X	X		X	X							
Missouri								X					
Montana								X					
Nebraska													X
Nevada								X					
New Hampshire	X	X	X	X				X					X
New Jersey	X	X	X		X	X		X					
New Mexico													X
New York	X	X	X	X	X	X	X	X					
North Carolina	X	X	X			X		X					
North Dakota													
Ohio	X	X	X	X	X	X	X	X		X	X	X	X
Oklahoma								X					X
Oregon													X
Pennsylvania		X			X	X							
Rhode Island		X	X	X				X	X				
South Carolina		X	X		X	X							
South Dakota													
Tennessee								X					
Texas													
Utah		X				X							
Vermont	X												X
Virginia	X	X	X	X	X	X	X			X	X	X	
Washington		X				X							
West Virginia													
Wisconsin	X	X	X	X									
Wyoming													
Am Samoa													
BIA		X				X							
DC								X					
Guam		X				X							
CNMI													
RMI													
Palau	X	X				X							
Puerto Rico	X		X										
USVI													

Figure 9

Achievement Subject Areas Assessed by General Education



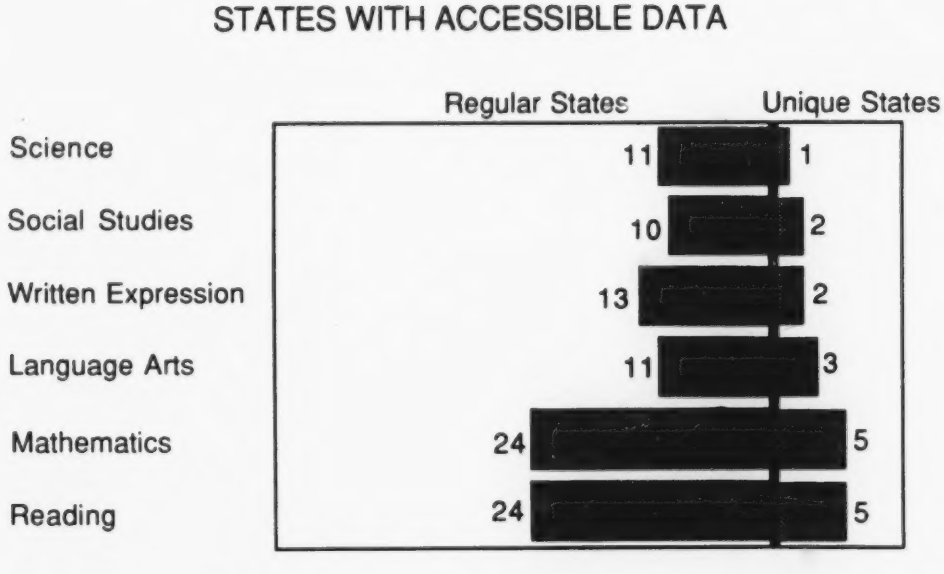
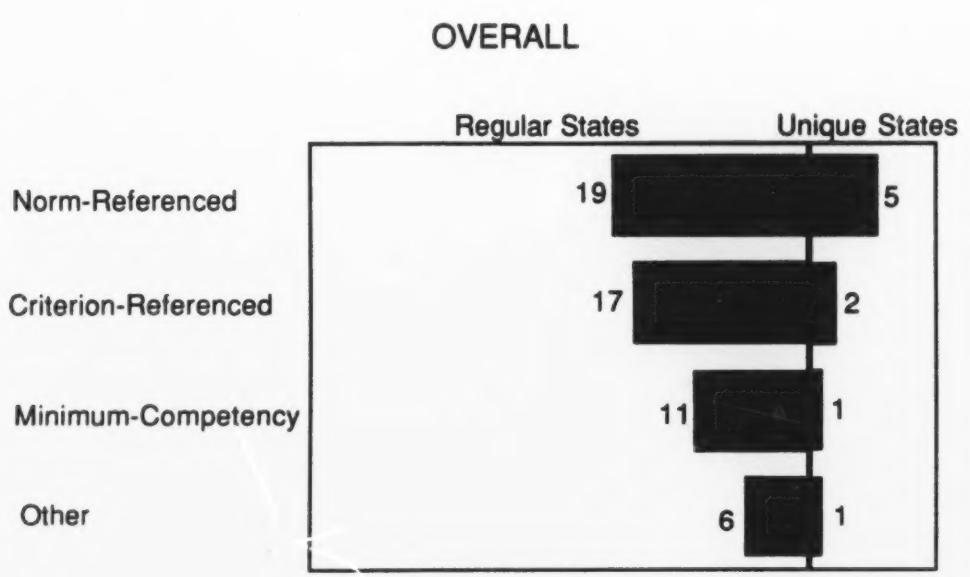


Figure 10

Types of Instruments Used for Achievement Assessments



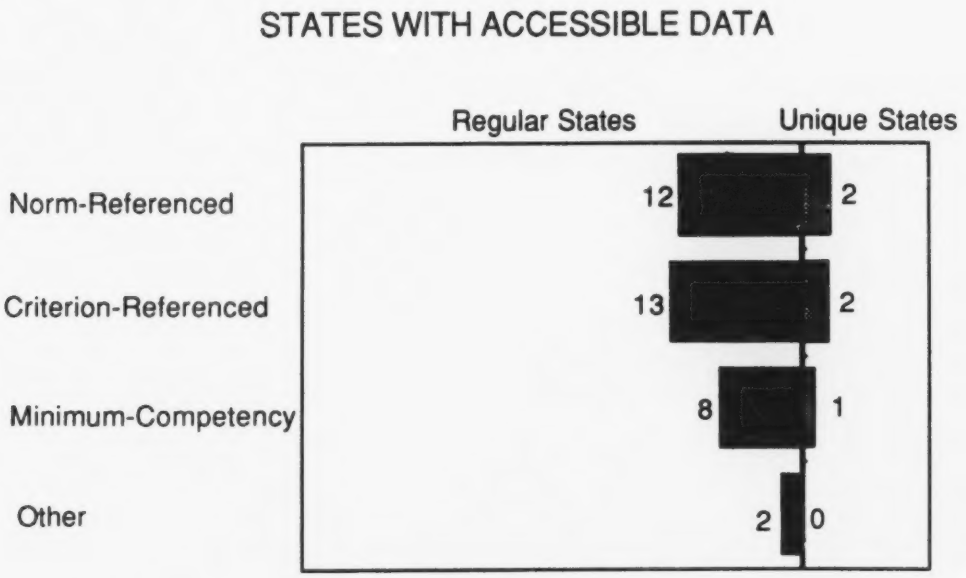


Table 12

Norm-Referenced Tests Used To Assess Reading and Math *

STATE	CAT	CTBS	ITBS	MAT	Stanford	TAPS	WRAT
Alabama					X		
Alaska			X				
Arizona			X			X	
Arkansas				X			
Delaware		X					
Georgia			X			X	
Hawaii					X		
Idaho			X			X	
Louisiana	X						
Mississippi					X		
New Hampshire	X						
North Carolina	X						
North Dakota		X					
Rhode Island				X			
South Carolina					X		
South Dakota					X		
Utah					X		
Virginia			X			X	
Washington				X			
Am Samoa					X		
BIA		X					
CNMI	X						
RMI							X
USVI				X			

*Tests are those used in state-level assessment programs.

- CAT = California Achievement Test
- CTBS = Comprehensive Test of Basic Skills
- ITBS = Iowa Tests of Basic Skills
- MAT = Metropolitan Achievement Test
- Stanford = Stanford Achievement Test
- TAPS = Tests of Achievement and Proficiency
- WRAT = Wide Range Achievement Test

Section 5

State Needs

■ Barriers to Outcomes Assessment

Table 13. Successful state assessments of educational outcomes for students with disabilities become more important as educational reforms gain public attention and increase calls for state agency accountability. Ten barriers to successful assessments are listed in Table 13. The two highest frequency categories (need for useable models, definitions of outcomes) are closely related. States do not have a sure sense of what is being asked of them regarding outcomes (definitions) and many of those that appear comfortable with outcomes terminology express strong concern about how to tie such concepts together in meaningful contexts (models). The key issue is not the lack of models, but rather the concern about how to translate conceptual ideals into realistic and useful efforts that are applicable on the state level.

State are struggling with how to shift from long-standing data collection efforts on the processes of education toward collecting information on the outcomes of schooling.

Another barrier is the general education unit concern about assessing outcomes for students with disabilities. This concern is perceived as reflecting an inability to tackle logistical issues, despite perceived support from general education for proposed outcomes measurement initiatives.

Technical expertise also is a serious problem for states. This barrier often reflects a perception that new programs and other changes are implemented without a solid idea of how evaluation is to be conducted. Data are considered to be an important part of evaluating policy changes, but also for maintaining existing programs. There is often conflict between established data collection efforts and alternative assessment efforts perceived to be important in the current political agenda.

■ Assistance Needs

Table 14. States identify a range of assistance needs, as shown in Table 14. Among these is the need to increase stakeholder awareness of the value of outcomes information. "Public relations work" must occur at many levels, including the local level to assure local education agency personnel of the benefits of collecting outcomes data, and the state level to emphasize the importance of data that are inclusive of students with disabilities. The need for technical advice is also critical. States are struggling with how to shift from long-standing data collection efforts on the processes of education toward collecting information on the outcomes of schooling. Information and other support are being cited as key aspects of the shift.

States are looking for clarification about expectations, requirements, and recommendations related to both a perceived emphasis on compliance and a new emphasis on outcomes.

Table 13

Perceived Barriers to Outcomes Assessment

STATE	Technical Expertise	LEA Concern About Data Use	Need for Useable Models	System-Wide Concerns	Staff Limitations	Time Limitations	Definitions of Outcomes	Teacher Concerns	Assessment Instruments	General Education Unit Concerns
Alabama						X				
Alaska		X				X	X	X		
Arizona	X						X			
Arkansas							X			
California		X				X		X		
Colorado			X				X			
Connecticut	X		X						X	
Delaware	X		X				X			
Florida			X				X		X	X
Georgia		X								
Hawaii			X						X	
Idaho							X			X
Illinois	X		X				X			
Indiana	X		X			X		X		X
Iowa		X				X		X		
Kansas			X							X
Kentucky						X		X		
Louisiana						X	X			X
Maine										
Maryland		X								X
Massachusetts	X		X			X	X		X	X
Michigan		X	X	X					X	X
Minnesota										
Mississippi					X					X
Missouri		X				X				
Montana										
Nebraska			X			X	X			
Nevada			X							
New Hampshire						X				
New Jersey		X	X	X	X			X		
New Mexico										
New York			X				X			
North Carolina		X	X				X			X
North Dakota			X						X	
Ohio		X			X	X				X
Oklahoma	X				X	X		X		
Oregon	X	X				X		X		
Pennsylvania										
Rhode Island		X	X		X	X	X			
South Carolina		X		X				X		
South Dakota	X		X				X			
Tennessee	X									X
Texas							X			
Utah				X						
Vermont	X			X			X			X
Virginia		X	X						X	X
Washington						X				
West Virginia	X					X				
Wisconsin		X					X			
Wyoming						X				
Am Samoa	X							X		
BIA										X
DC			X				X			X
Guam			X							X
CNMI	X									
RMI								X		
Palau			X							X
Puerto Rico			X							X
USVI					X					

Table 14

State Assistance Needs for Outcomes Assessment

STATE	OSEP Guidance	Staff Allocation	Stakeholder Awareness	Technical Advice	Inservice Training	Policy Advice	Time	General Resources
Alabama	X							
Alaska	X							
Arizona			X			X		
Arkansas	X							
California			X		X		X	
Colorado			X			X		
Connecticut						X		X
Delaware	X			X		X	X	
Florida	X		X			X		
Georgia			X	X	X			
Hawaii						X		
Idaho	X					X		
Illinois	X			X		X		X
Indiana		X	X	X			X	
Iowa				X				X
Kansas			X			X	X	
Kentucky		X	X				X	
Louisiana								
Maine				X		X		
Maryland			X	X				X
Massachusetts		X	X				X	
Michigan	X		X			X		
Minnesota					X			
Mississippi			X					
Missouri					X			
Montana								
Nebraska								
Nevada				X				X
New Hampshire			X	X		X		
New Jersey	X	X	X	X		X		X
New Mexico			X	X				
New York			X	X				
North Carolina			X		X			
North Dakota			X	X	X			
Ohio	X			X	X	X		
Oklahoma		X		X				
Oregon			X				X	
Pennsylvania						X		
Rhode Island			X	X				
South Carolina			X	X				
South Dakota	X	X		X				
Tennessee				X				
Texas								
Utah								
Vermont								X
Virginia	X							
Washington			X					
West Virginia					X			X
Wisconsin	X							
Wyoming		X		X	X		X	X
Am Samoa	X			X	X			
BIA								
DC	X					X		
Guam			X					
CNMI			X					
RMI								
Palau				X	X			
Puerto Rico				X				
USVI	X		X			X		

Section 6

Practices, Programs and Plans Related to Outcomes Assessment

PRACTICES, PROGRAMS AND PLANS RELATED TO OUTCOMES

States are developing and implementing a variety of outcomes-related programs that enhance the education of students with disabilities. States can maximize their efforts to assess outcomes by sharing their experiences.

Table 15. States are engaged in many outcomes-related practices and are making plans related to future state-level outcomes activities. Table 15 shows the broad categories of responses that were given by State Directors of Special Education when they were asked about outcomes-related activities being emphasized in their states. Caution must be exercised here, as in other places, when describing these practices or future plans in a state. There are many important and well-known programs and projects that are not included in this summary because they were not mentioned by the person responding.

General categories of state-level initiatives that were mentioned are:

- Computer/Management Information Systems
- Coordination with General Education
- Transition/Follow-up/ Follow-Along
- Assessment/Measurement and Testing
- Models/Indicator Development
- Monitoring/Evaluation of IEPs

Most states with computer/ management information systems have invested in development and implementation of data management to maintain comprehensive records of special education students' school careers. Some of these systems (e.g., Nebraska, Ohio, USVI) are being designed to follow students after they leave school.

States mentioning coordination with general education often pointed to joint efforts of special education and general education to design assessment systems (e.g., Georgia, Kentucky, BIA). Also identified were efforts to increase cooperation and collaboration between special education and general education at all levels within their states.

Efforts stressing transition/ follow-up/follow-along were mentioned by several states. These efforts to collect outcomes information on former students usually started with federal funds. State departments of vocational education often are involved in these efforts (e.g., Nevada, Oregon, Vermont, Wyoming).

Assessment/measurement and testing programs were mentioned quite often. This category is very broad because states' responses reflect a wide variety of approaches. Most of these are aimed at collecting better information on the achievement of students with disabilities (e.g., California, Iowa, Michigan, North Carolina, South Carolina).

Several states mentioned their efforts to develop models and indicators of outcomes (e.g., Connecticut, Delaware, Indiana, Minnesota, Guam) . These states are formalizing their shift from a process-oriented to an outcomes-oriented focus in the state agency.

States mentioning IEP monitoring and evaluation are seeking to make better use of the data produced each year from students' IEPs. States hope to improve the state-level outcomes information the documents can provide (e.g., Hawaii, Illinois, Montana).

Table 15

Practices, Programs, and Plans of States

STATE	Computer/Management Information Systems	Coordination with General Education	Transition/Followup Programs	Assessment/Testing Programs	Models/Indicator Development	Monitoring IEP/Evaluation
Alabama			X			
Alaska						
Arizona			X	X		
Arkansas					X	
California				X		
Colorado		X				
Connecticut					X	
Delaware			X		X	
Florida		X				
Georgia	X	X		X		
Hawaii			X			X
Idaho		X		X	X	
Illinois						X
Indiana				X	X	
Iowa				X		
Kansas			X	X		
Kentucky		X	X	X		
Louisiana	X					
Maine						
Maryland				X		
Massachusetts			X			
Michigan		X		X		X
Minnesota			X		X	
Mississippi						
Missouri					X	
Montana						X
Nebraska	X	X				
Nevada		X	X			
New Hampshire	X	X				
New Jersey						
New Mexico	X		X			
New York	X					
North Carolina				X		X
North Dakota						
Ohio	X		X			X
Oklahoma						
Oregon			X			
Pennsylvania			X			
Rhode Island		X				
South Carolina	X			X		
South Dakota						
Tennessee						
Texas				X		
Utah				X		
Vermont			X			
Virginia				X		
Washington						
West Virginia						
Wisconsin	X					
Wyoming			X	X		
Am Samoa						
BIA		X				
DC		X				
Guam	X				X	
CNMI						
RMI		X				
Palau						
Puerto Rico						
USVI	X			X		

Chart A

State Activities in Selected Outcomes Areas

STATE ASSESSMENT ACTIVITIES

STATE	ACADEMIC ACHIEVEMENT	POST-SCHOOL STATUS
ALABAMA	Alabama collects information using the state-developed Basic Competency Tests (grades 3, 6, 9) and Alabama High School Graduation Exam (AHSGE) (grade 11, 12), both of which are part of Alabama's Basic Competency Education Program, and the Stanford Achievement Test (grades vary by district, but all administer it in grades 4 and 8). All are part of a general education effort. State-developed tests have been used to collect information in reading, language, and math for about ten years (since about 1980). The Basic Competency Tests are administered once during the year (in the designated grades) while the Graduation Exam is administered twice (fall and spring) in grades 11 and 12 (students first take the exam in the fall of 11th grade so that those failing have additional opportunities to pass as they proceed in school). All students on IEP's participate in these assessments "if appropriate"; this generally means that only those with severe disabilities are excluded. Alabama also indicated that tight security is used for these tests. The Basic Competency Tests are delivered to schools by the state, and are proctored by local and state people during administration. The data are collected and brought to the state, then sent to testing companies for scoring. The state collects data for the Graduation Exam. The Basic Competency Tests results are used to guide instruction, whereas the Graduation Exam results are used to determine whether the student has met part of the state board approved graduation requirements. The Stanford Achievement Test is used one time during each of the district-designated grades. Students with disabilities participate in this assessment if it is deemed appropriate by the IEP Committee. Local districts give this test and send the information to the state. The Stanford has been used for approximately 6-8 years (since about 1985), replacing the California Achievement Test. Alabama reported that the results from the Stanford are used to guide instruction.	Alabama collects employment information on special education students who have been placed in jobs by vocational education programs. Data are gathered by local units using state-developed follow-up questionnaires, and are reported to the state. This type of information has been gathered for about 10 years, mostly on students considered to have mild disabilities. Reports are sent to local education agencies and to the legislature. The information is used for funding requirements and related decisions.
ALASKA	Alaska collects information using the Iowa Test of Basic Skills in grades 4, 6, and 8. All areas in the test are used, which includes reading (including vocabulary), language (including spelling) and math. All achievement data are collected annually (in designated grades) through a general education effort. It is not known when this assessment effort started. All students with disabilities participate in the assessment, unless it is specifically stated in the IEP that this measurement is inappropriate for the child. The information that is collected is presented in an annual report, and is used to provide the state department with basic information on school districts. Those districts performing at lower levels are provided assistance.	
ARIZONA	Arizona collects information on reading, math, and language arts using the Iowa Test of Basic Skills and the Tests of Achievement and Proficiency. Administration of these instruments is required in grades 2-11, and optional in grades 1 and 12. The information is collected once each year. The effort began about 10 years ago. All students with disabilities can participate, depending on local decisions. The tests are administered locally. A contractor scores the tests and submits reports to the local units and state unit. The information is thus used to produce both state and local reports.	
ARKANSAS	Arkansas collects information using both state-developed Minimum Performance Tests (grades 3, 6, 8) and the Metropolitan Achievement Test (grades 5, 7, 10). With state-developed tests, information is collected on reading achievement in grades 3, 6, and 8, on math achievement in grade 3, and on language arts, social studies, and science in grades 6 and 8. With the Metropolitan, information is collected on reading (including word knowledge and word analysis), math, language (including spelling), science, and social studies in grades 5, 7, and 10. All achievement information is collected once during the year (in the designated grades) through a general education effort that started in approximately 1983. All students with disabilities participate in the state-developed tests "if applicable." Only those students with disabilities who are receiving resource level help are included in the Metropolitan testing (i.e., those in self-contained classes are excluded). Arkansas also indicated that the data from the tests are sent by the state to an outside contractor, who returns a report to the state. The Minimum Performance Test is used in grades 3 and 6 to formulate an academic improvement plan, and in grade 8 to determine promotion to 9th grade. The Metropolitan is used internally to assess school district performance and is included in state reports.	

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VOCATIONAL SKILLS	FUNCTIONAL LIFE MAINTENANCE	ATTITUDES AND ASPIRATIONS
See post-school status		Alabama collects information on vocational interest and aspirations using the Ohio Vocational Interest Survey and the Differential Aptitude Test. This information is collected on the 8th or 9th grade students in vocational education programs through a general education effort. The information has been collected once per year since it began (within the past 10 years). All students with disabilities who are in the vocational education program participate in the assessment. Local districts collect the information, then send it to the state, where it is summarized. The information is used to make individual student decisions.

STATE	ACADEMIC ACHIEVEMENT	POST-SCHOOL STATUS
CALIFORNIA	California uses the California Assessment Program (CAP) to collect information on reading comprehension, math calculation, spelling, and written language at grades 3, 6, 8, and 12. These data have been collected annually (in the designated grades), from the mid 1970s up until this year. The system was suspended and a new approach will be pilot-tested during 1991-92. In the former system, group tests were administered by local schools and sent to the state. The information was used to produce school district and state level scale scores. Scores also were obtained through a matrix sampling procedure for subgroups, such as students in resource and special programs, but individual student scores were not available.	
COLORADO		Colorado collected information on a variety of educational, social, economic, and vocational activities of former students (1978-79 class). These data were collected through a joint effort of special education in the State Department of Education and the University of Colorado. Interviews were conducted with all located students with disabilities in 1983 and with parents in 1986 by the University of Colorado. The information was used by the state for public policy planning and to direct program improvement.
CONNECTICUT	Connecticut collects information on achievement in math, language arts, and writing in grades 4, 6, and 8 using the Connecticut Mastery Test (CMT), a state-developed criterion-referenced measure. This is a general education effort that is implemented at the local level but managed at the state level, with scoring and reporting also done at the state level. The CMT has been administered one time per year (in the designated grades) since 1985. Students with disabilities have participated since 1989-90. While any student with a disability may participate, 60-75% of those who do are students with mild disabilities. Data from the CMT are used for a variety of purposes, including (1) assessing students' basic skills and need for remedial help, (2) accountability and equity issues, and (3) assessing outcomes for special education.	
DELAWARE	In the area of academic achievement, Delaware indicated that the general education unit collects math, reading, and language arts data using the Comprehensive Test of Basic Skills (CTBS) for all students (excluding those with the most severe disabilities) in grades 3, 6, 8, and 11. Contractors collect data in the districts and submit the data to the state once a year. The state has been collecting this information over 10 years and uses it to report back to the school, the districts, and to Chapter 1. The special education unit also collects grades in all course work for all secondary-level students. Districts submit transcripts from 9th grade and the year of exit to the state, and the state uses the information for decisions about transition. This data collection began in 1989.	Delaware has received two grants related to postsecondary status issues: one for development of a transition model, and the other for development of a follow-along tracking system from 9th grade through 2-3 years post school. Through these projects, the special education unit collects information from the districts about all special education students in 9th grade and again at the year of exit. The data have been collected in the districts and submitted to the state for two years. The follow-up grant was started in 1989, and data are collected annually through telephone interviews for all disability groups in the post-secondary level. The system is set up to enable cross-file access and tracking of individual students. The state uses the information for long range planning and for evaluation of program effectiveness.
FLORIDA	Florida uses a state developed criterion-referenced test to collect information on minimum student-performance standards for all students in 11th grade, including those with disabilities. In the future, Florida will have a writing test and a norm-referenced test for all students in grades 4, 7, and 10. In the past (until 1990) students in grades 4, 7, and 10 took the Minimum Student-Performance Standards Test. The state started the testing in 1977 following the Education Accountability Act. Data are collected annually by local districts and are reported to the state. The assessment unit analyzes all the information (for regular and special education) and reports it back to the districts.	The Florida Education Training and Placement Information Program (FETPIP) and OSEP grant personnel are using multiple sources to collect information on the type of employment (military, private sector, or civil service), quarterly wages, and post-secondary education of graduating special education students (1-2 years post-school). Information is collected locally and reported to the state. The state uses the data to report back to the districts. The program started in 1989.

VOCATIONAL SKILLS	FUNCTIONAL LIFE MAINTENANCE	ATTITUDES AND ASPIRATIONS
Delaware indicated that its special education unit collects grades in vocational courses, estimates of types of support needed for employment, and types of work experience students had in school. The data are collected through transcripts and exit interview forms for all students with disabilities grades 9 and 12, and state (general education) exit information forms for all students in 12th grade. The data are collected locally and sent from the districts to the state once a year. Course grades and exit interview forms have been collected since 1990. The general education exit forms have been collected for several years. Delaware uses the information for decision making about long-term planning for adult services, to provide feedback to the districts, to evaluate program quality and effectiveness, and to make program changes.		
Florida indicated that the Division of Vocational Adult and Community Education collects data on vocational program enrollment, completion, and placement of students in grades 7-12 and post-school students within one year of program completion. Vocational Program Completion Forms are completed annually indicating which students completed job prepatory education programs and which students left with marketable skills. The data have been collected locally since 1986-1987 and reported to the state. The state uses the information to report back to the districts, to match individuals to employment, and to monitor enrollment in community colleges and universities.		

STATE	ACADEMIC ACHIEVEMENT	POST-SCHOOL STATUS
GEORGIA	Georgia collects information on reading, math, writing, science, social studies, work study skills, and school readiness using several different instruments that vary by grade. All are under the direction of the state Division of Assessment, a general education unit in the state department. Up through the past academic year (1990-1991), two state-developed criterion-referenced tests have been used: the Georgia Criterion Referenced Test (GCRT) in grades 1, 3, 6, and 8, and the Georgia Basic Skill Test (GBST) in grade 10. Two norm-referenced tests have been used as well: the Iowa Test of Basic Skills (ITBS) in grades 2, 4, and 7, and the Tests of Achievement and Proficiency (TAP) in grade 9. The GCRT is used only for reading (grades 1, 3, 6, 8), math (grades 1, 3, 6, 8) and writing (grades 6, 8). The GBST is used in grade 10 for reading, math, and writing. The ITBS and TAP are used in the designated grades for all content areas except school readiness. For school readiness assessment, Georgia uses the state-developed Georgia Kindergarten Test. For all of these assessments, all students with disabilities are included "unless excluded," which according to written guidelines should only occur when "the nature or severity of an individual's handicapping condition may require exclusion from the testing program." For all types of assessment, Georgia indicated that the local district collects the data, then reports to the state. The state uses the information in a variety of ways, including: (1) reports to the legislature, (2) reports to local units, (3) allocation of remedial education funds, and (4) instructional planning. The GBST also is used to determine eligibility for graduation. In Georgia, all tests are administered one time during the year (in the designated grades). The criterion-referenced instruments (except school readiness) have been used since 1976, the school readiness measure since 1989, and the norm-referenced instruments since about 1970 (about 20 years). The state assessment system is changing in 1991, at which time testing will be reduced or eliminated at several grade levels.	The Psychoeducational Network of Georgia collects information on students with emotional disorders one year following high school. Using a state-developed questionnaire, information is collected on employment, post-secondary schooling, military service, and support services received by these students. The information has been collected by the psychoeducational units and reported to the state education agency since 1982. The state uses the information for program planning.
HAWAII	Hawaii uses the Stanford Achievement Test to collect information on reading and math at grades 3, 6, 8, and 10. It uses the Hawaii State Test of Essential Competencies for grades 10, 11, and 12. These data have been collected annually from all students, including students with disabilities (unless they are exempted according to the state-developed guidelines). The Stanford Achievement Test scores have been collected annually for more than 10 years, and the Hawaii State Test scores have been collected annually for grades 10 and 11 and twice a year for grade 12 since 1983 until this year. The tests are administered locally by a contractor and then the data are reported to the State Education Agency. This state-wide testing office uses the information to report to the legislature and the local education agencies (in order to make curriculum improvements). The information is also used to determine who is eligible for graduation. Students with disabilities who pass the Hawaii State Test receive a regular certificate. Those who do not pass, but meet their IEP goals receive an individually prescribed Program Certificate. A new option is to receive a Course Completion Certificate as a graduation certificate.	
IDAHO	In Idaho, the state division of instruction administers the testing program, consisting of norm-referenced testing and direct writing samples. The Tests of Achievement and Proficiency is administered to all 11th graders once every year. The test data, which have been collected since 1986, include reading, math, science, social studies, writing, problem-solving, and performance information. The data are collected locally and submitted to the state for analysis and reporting. The state is using the data to report back to the local districts and to the legislature. Also, the Iowa Test of Basic Skills (ITBS) has been used annually since 1985. The information on reading, math, science, and social studies is collected for all 6th and 8th graders. The data are collected locally by a contract (Riverside) and submitted to the state (Division of Instruction). The state uses the information to report to the local districts and to the legislature. In the past 10 years, writing samples have also been collected locally from all students and submitted to the state for scoring and reporting (back to local districts and for internal reporting). Students with disabilities are participating in the testing unless they are exempted by the local school principal and teacher. Districts are not obliged to use the state recommended tests. They can choose to use other tests.	Idaho has been involved in postsecondary projects since 1988. The current longitudinal transition tracking program is conducted by the University of Idaho and the special education section of the Idaho Department of Education. A locally developed questionnaire is being used once every year to assess students' satisfaction with their school program, employment status, residential placement, accessibility to community services, and social involvement. Students with disabilities are contacted prior to their graduation and thereafter are contacted once a year for three years. Sixty-six percent of districts participate, and the information is being used to report back to the local education agencies and to the legislature.

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VOCATIONAL SKILLS	FUNCTIONAL LIFE MAINTENANCE	ATTITUDES AND ASPIRATIONS

Hawaii indicated that the evaluation section of its state office periodically collects a General Graduation Satisfaction rating from all students (rating of their satisfaction with public education). In the fall of 1990, Hawaii used the services of Northwest Regional Education Lab (a consulting firm) to produce a report about special education. The report included interviews with stakeholders about their concerns, problems, issues in special education, and program satisfaction. State board members, districts and state people, teachers, principals, parents and students in special education were interviewed. This was a one-time evaluation project that might be repeated occasionally.

STATE	ACADEMIC ACHIEVEMENT	POST-SCHOOL STATUS
ILLINOIS	The Illinois regular education assessment unit tests all students in grades 3, 6, 8, and 11 once a year. The state collects information in reading, math, language arts, and physical and biological sciences, through a state-developed norm-referenced test: Illinois Goal Assessment Program (IGAP). This effort began in 1988. Local schools determine whether students with disabilities participate in the testing. Data are collected locally, scored by a contractor, and submitted to the state. The state uses the information to report to local schools and districts on their progress toward state goals, and to report to the legislature.	
INDIANA	Indiana collects information on math and English/Language Arts using the Indiana State-wide Testing for Educational Progress (ISTEP). This is a general education data collection effort, and only those students with disabilities who are integrated for math and language arts participate in ISTEP. Testing is conducted annually in grades 1, 2, 3, 6, 8, 9, and 11 by local districts that report results to the state. This assessment program started in 1986. Results are used to identify students needing remediation through summer school. (If a student does not pass, that student is directed to attend summer school. If a student does not pass a second time, the student is retained in grade.) Also, the assessment is related to outcome-based accreditation for schools. Four factors are considered in this process, one of which is school performance on the ISTEP.	Indiana collects information on the numbers of students who are going on to higher education or post-secondary education/training. This information is collected along with exit data using the state form from the Division of Informational Systems (general education). Data are collected for all students before leaving high school, but are not separated out for students with disabilities. (Data are separated only by ethnicity and gender.) The information is reported to the state annually and has been since 1975, and is used for monitoring accreditation.
IOWA		Iowa has a comprehensive post-school follow-up procedure in which a state-developed questionnaire is used to obtain post-school information on students with learning disabilities, behavioral disabilities, and mild mental disabilities (not low incidence disabilities). This data collection is a special education effort in which the state establishes contracts with professional staff in area education agencies to interview respondents during summer months. Information is collected on many variables including employment, earnings, receipt of social support payments, experiences with the legal system, living arrangements, and marital status. In addition, information is obtained on former students' opinions about (satisfaction with) their school program and on their recollection of types of programs they had in school and participation in extracurricular activities. Collection of post-school information was initiated in 1986 and involves cycles of information on former students one, three, and five years post school. The information that is collected is used to provide a measure of product effectiveness for the state, and has implications for practice and policy.
KANSAS		
KENTUCKY		
LOUISIANA	Louisiana collects varied types of information specific to grade levels. All students with disabilities in regular education who are pursuing a high school diploma take part in the assessments. For grades 3, 5, 7, and high school, the Louisiana Educational Assessment Program is used annually through a divided special and regular education effort. Language Arts and Math are assessed in grades 3, 5, 7, and in high school. In addition, the 7th grade students are also assessed in Written Composition. The high school pupils are additionally tested in Science and Social Studies. The information that is collected is used to ensure that students have mastered the grade level skills of the state's curriculum. These data have been collected since 1988 and are used only at the state level. For grades 4, 6, and 9, all students with disabilities who are pursuing a high school diploma are assessed annually with the California Achievement Test (CAT). All areas in the test are used, which includes language, spelling, reading, math, social studies, science, and study skills. This general education assessment effort began in 1988. The data are used at the state level to compare state performance with national norms.	

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VOCATIONAL SKILLS	FUNCTIONAL LIFE MAINTENANCE	ATTITUDES AND ASPIRATIONS

STATE	ACADEMIC ACHIEVEMENT	POST-SCHOOL STATUS
MAINE	Maine uses a state-developed test to collect information on student achievement in reading, math, writing, social studies, science, and the humanities. All students in grades 4, 8, and 11 are tested, including those with disabilities, according to state guidelines. The schools submit the data to the state, which uses a contractor to score the tests. The data have been collected yearly since 1988. The state uses the information to report back to the schools, by individual student (with directions for how information should be shared with parents). The information is also used for staff development, school improvement plans, and for targeting low performing districts that need special assistance.	
MARYLAND	Maryland collects information using state-developed functional tests in grades 9-12. The areas tested are reading, math, writing, and citizenship. All achievement data are collected twice per year through a general education effort. This assessment program began in the early 1980's. All students with disabilities pursuing a Maryland high school diploma participate in the assessment. The information that is collected is used to provide the state department with basic information on school districts. This information is also used at the local level to determine eligibility for graduation.	Maryland collects postsecondary information on all students who graduate using the Statewide High School Graduate Follow-up System. This program is a combined effort of the general, vocational, and special education units of the state. Data on variables such as attendance at postsecondary schools, employment, and income are collected through a state-developed mail questionnaire. This instrument is sent one year post school to all students of local agencies participating in the vocational education preparation evaluation for that year. Data have been collected yearly for about 20 years, and are used for reports to the local education agencies and the legislature.
MASSACHUSETTS	Massachusetts collects information through general education using two instruments: a state-developed Basic Skills Multiple Choice Test, and a state-developed Open-Ended Questions Test. Data are collected for all students in grades 4, 8, and 12, except those who are exempted by the local IEP team. The tests include reading, math, language arts (only multiple choice test), social studies, and science. The data are collected locally and have been reported to the state once a year, since 1985. The state uses the information to report back to the districts, and to the legislature as part of the school reform bill.	The Special Education Unit of Massachusetts uses Exit Fact Data Report Sheets to collect information on all special education students, ages 14 and older. (Data are collected on the number of students going to college, the number going to other post-secondary educational opportunities, and the number employed in regular and supported work places.) The local agencies have reported to the state annually, since 1985, and the state uses the information for the annual exit report (past two years).
MICHIGAN	Michigan collects information on reading and math achievement in grades 4, 7, and 10 and on science achievement in grades 5, 8, and 11 using the state developed Michigan Educational Assessment Program (MEAP). This assessment is a general education effort that has been conducted one time per year for the past 10 to 15 years. Participation of students with disabilities is locally determined. The assessment is conducted locally and reported to the state. The state uses the information to report back to districts, to state boards, and to parents.	In Michigan, local districts conduct a telephone follow-up interview of students with disabilities (interview is with student, or with parent if necessary) one year after the student has left school. This special education effort includes all students with disabilities and seeks information on variables such as marital status, transportation, living arrangements, recreational functioning, voting, driver's license, employment, income, and happiness. The information has been collected one time per year starting in 1984, and is still being revised. The data are collected locally, then presented in a statewide report and a district report. The information is used for decisions about programs at the local level.
MINNESOTA		Minnesota collects information on employment status, employment location, and post-secondary schooling for students in all disability groups. The Department of Vocational Education uses a state developed questionnaire during the spring of grade 12 and one year after exiting school. The "cycle of reporting" mandates that each school must report to the state at least one time every five years. The information is used for federal vocational accountability reporting and the Perkins Reports.
MISSISSIPPI	Mississippi collects information on achievement using the Stanford Achievement Test in grades 3, 5, and 8. This general education assessment effort started in 1985 and is done annually. Any child can take the test, though students with severe disabilities usually do not participate. These data are collected by the general education administration and used as part of the district profile, and by the local schools to determine services eligibility. Mississippi also indicated that information on the grades given for coursework is collected on a case by case basis for all students with disabilities at all age/grade levels. This effort is done by teams of state department employees to determine eligibility for service. These data have been collected since the late 1970s.	

VOCATIONAL SKILLS	FUNCTIONAL LIFE MAINTENANCE	ATTITUDES AND ASPIRATIONS
Maryland indicated that it collects information on the types of vocational programs and services received by all students with disabilities beginning in eighth grade. This effort is coordinated with the Division of Career and Technology Education. These data are collected on an annual basis and have been collected for approximately 10 years. The state data collection system is used to gather the data from reports provided by local districts. The information is used to evaluate vocational technical programs and to compare students with and without disabilities. Reports for the state and federal government are prepared.		Maryland annually collects information on parent and teacher attitude/satisfaction with programs for all students with disabilities at all grade/age levels. This is done through a special education effort and by randomly sampling 1/3 of the districts each year with state developed questionnaires. These data have been collected since 1984. Local districts provide the information to the state, and the state compiles it for reports to the local agencies and the federal government.

STATE	ACADEMIC ACHIEVEMENT	POST-SCHOOL STATUS
MISSOURI	The Missouri state assessment unit collects information on achievement in reading, language arts, math, science, and social studies/civics. The Missouri Mastery and Achievement Test (a state-developed test) is administered to all students, including those with disabilities, grades 2-10. This effort began in 1987. The local IEP team is allowed to exempt students from testing. The local agencies report to the assessment center that is located at the University of Missouri in Columbia. The information is summarized as a report and submitted to the state. The state uses the information to report to local districts for program improvement and to construct an annual report to the legislature on trends in achievement.	The Vocational Education Office of Missouri has collected data on placement in the military and post high school education since 1979. Using the Individual School Form, information is collected 180 days after exiting area vocational schools or community colleges for all former students. The office uses the information to report to the state department of education, and for developing in-service training for teachers.
MONTANA	Montana collects information on reading, mathematics, language arts, science, and social studies for all students in grades 3, 8, and 11. This information is collected through a general education effort using a variety of norm-referenced tests approved by the State Board of Education. The choice of test is left to the local districts, which administer the exam one time per year and report the data to the state. It is not known when this effort began. The information is used to provide a statewide summary to the state board and state legislature.	
NEBRASKA		Nebraska collects information on skill development, level of independent living, leisure and social activities, personal satisfaction, vocational success, and income earned. These data are collected annually using project-developed surveys and interviews with all students with mild or moderate retardation who exit programs. This effort began in 1988 as an activity for a federal grant. The information is collected locally and used to evaluate programs of exiting students.
NEVADA		Nevada collects a range of post-school information, including leisure activities, employment, post high school education, living situation, and types and number of friendships. This information is collected through a combined special education and University of Oregon effort. Information is collected annually (since 1990) using parent, student, and teacher telephone interviews. It is collected for a sample of students from all disability groups during their senior year, and one and two years post high school. The information will be used for programmatic changes and the identification of factors related to post school success.
NEW HAMPSHIRE	New Hampshire collects information using the California Achievement Test (CAT) in grades 4, 8, and 10. All areas in the test are used including reading, math, language, social studies, and science. All achievement data are collected annually through a general education effort. This assessment effort started in 1985. All students who are academically mainstreamed for 50% of the time or more participate in the assessment, unless the IEP team and the student's parents feel it is inappropriate. The information that is collected is presented in an annual state report and is used to provide the SEA with basic information on school districts.	New Hampshire collects information on employment status, relevance of vocational training, wages, hours per week employed, and work performance ratings. These data are collected annually (since 1982) on all students with disabilities who are in Vocational Education programs. This information is collected through a Vocational Education effort. The data are compiled and reported to local agencies.
NEW JERSEY	New Jersey collects information using the state-developed High School Proficiency Test (HSPT) in the 9th grade. The HSPT collects information in April each year in math, reading, and writing through a general education effort that started in 1986. All students participate in the assessment unless exempted. Students may be exempt because of adverse effects of the testing situation and/or because the goals and objectives in the IEP do not address the HSPT proficiencies. The tests are sent to the state agency with the state reporting the results back to the local districts. Local districts use the HSPT to determine graduation eligibility for individual students.	

VOCATIONAL SKILLS	FUNCTIONAL LIFE MAINTENANCE	ATTITUDES AND ASPIRATIONS
Missouri collects information through state developed forms on the number of students enrolled in vocational programs. Data are collected for all students (not differentiated by disability category) in grade 11 by local agencies and reported to the SEA. The data have been collected annually for more than 10 years and are used by the state to report to local districts and to the legislature.		
See post-school status	See post-school status	

STATE	ACADEMIC ACHIEVEMENT	POST-SCHOOL STATUS
NEW MEXICO	New Mexico collects information using the New Mexico Reading Assessment, Achievement Assessment (Language Arts, Math, Science, Social Studies), and Direct Writing Assessment. The Reading Assessment is given in grades 1 and 2, the Achievement Assessment in grades 3, 5, and 8, and the Direct Writing Assessment in grades 4 and 6 (direct writing assessment, competency-based test). The three tests have been given to all students, unless exempted (determined by IEP team), one time per year, since 1986. The information is reported to the state board for accountability purposes. The High School Competency Exam (HSCE) is given to all students, unless exempted (determined by IEP team), in grades 10, 11, and 12. The HSCE has been given one time per year since 1986. The information is used to determine diploma awards. Both the New Mexico Tests and the HSCE are given by the local districts, and sent to a contractor who forwards the information to the state.	
NEW YORK	New York collects information using the statewide test, the Pupil Evaluation Program Test (PEPT). This is a general education effort. All children in grades 3 and 5 participate in the math, reading and writing subtests. These subtests have been given on a yearly basis since 1982. Local districts report the scores directly to the state department where the information is used for determining which students need remediation and comparing students with disabilities to nondisabled students. These tests have been given on a yearly basis since the late 1980s. The Regents Competency Tests (RCTs) are another general education effort. They are administered to secondary level students with handicapping conditions, unless exempted, in the areas of mathematics, science, reading, writing, global studies and US history and government. The results are used for individual student decisions regarding instruction/certification.	
NORTH CAROLINA	North Carolina collects information using the California Achievement Test (reading, math, and language subtests), three times during the elementary years and in grade 8. The information is collected through a general education effort. Students with severe/profound disabilities are exempted. The CAT is locally administered each year and sent to a contractor, who then reports scores to the state. The state reports the information to local agencies and produces "report cards" of the schools. The data have been collected since 1983.	The Vocational Education Department of North Carolina collects employment, postsecondary education, and satisfaction with schooling information using a student interview. The information is collected only for students who are enrolled in vocational education. The information has been collected for approximately the past ten years on a yearly basis. The state receives the information from the local units and provides feedback to the local education agencies and various state education agency committees.
NORTH DAKOTA	North Dakota collects information using the reading, math, and written expression subtests of the California Test of Basic Skills (CTBS). The CTBS is given once each year in grades 3, 6, 8, and 11 to all students who are able to read. The local districts administer the test and then report to the state where it is used for policy making. The testing is a general education effort that began in 1990. In April of 1991, the North Dakota legislature passed a bill mandating that North Dakota schools must implement performance-based testing.	North Dakota collects information on postsecondary experiences using a follow-up survey or interview. The information is collected through a special education effort on all special education students one year after exiting high school. The state trained people to collect the data from the local districts. The information is used for program improvements. Collection began in 1990.
OHIO	Ohio collects information using a variety of commercially prepared tests and state developed proficiency tests. Local school districts select commercially prepared tests from an approved state developed list. The commercially prepared tests are given to all children, if appropriate (as determined by the IEP), one time each year at grades 4, 6, 8, and 10 in the areas of reading, mathematics, and language. Local districts collect the information and report it to the state. The information is then compiled and reported to the public and the local districts. This testing began in 1989. The state-developed proficiency tests are given two times each year, beginning at grade 9, until passed. Information is collected in the areas of reading, mathematics, language, and citizenship. All students participate if deemed appropriate (exemptions are made on an individual student basis). Local districts report the information to the state. The State Board of Education establishes a passing standard for each of the four tests. Testing began in 1991. Both tests are a general education effort.	

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VOCATIONAL SKILLS	FUNCTIONAL LIFE MAINTENANCE	ATTITUDES AND ASPIRATIONS
	See post-school status	

STATE	ACADEMIC ACHIEVEMENT	POST-SCHOOL STATUS
OREGON		Oregon collects information through a comprehensive effort that involves both information from the last year of school (regardless of age) and from two years after leaving school. The in-school component includes information on demographic characteristics of the students and services received as well as information on the students' outcomes leaving school and quality of life (including vocational adjustment, achievement, personal and social adjustment, etc.). This information is collected from computer-assisted questionnaires administered to teachers, parents, and students through a University of Oregon effort. The out-of-school information includes documentation of services received after exiting school and quality of life data in vocational, residential, personal/social, leisure, and health areas. Out of school data are also collected through computerized telephone interviews. Students from all disability categories are included in the surveys, which have been conducted yearly since 1988. The information is used for two primary purposes: (1) providing information useful for state level policy, and (2) providing local community program improvement data. A third goal is to eventually produce instruments that can be used for data collection at the state level, without university assistance.
PENNSYLVANIA	Pennsylvania collects information using the state-developed competency test, TELLS, in grades 3, 5, and 8. The areas tested are reading and math. All achievement data are collected annually (in designated grades) through a general education effort. This assessment effort started in 1986. Students with mild disabilities participate in the assessment. The information that is collected is presented in a report to the state and is used to evaluate local districts and provide feedback to districts regarding individual student status.	
RHODE ISLAND	Rhode Island collects achievement information in reading, math, and language arts, using The Metropolitan Achievement Test. All students in grades 3, 6, 8, and 10 participate in these assessments unless they are individually exempted. Scores are submitted by the LEAs to the state agency. These assessments are a general education effort that has been operating since 1983. Data are used for feedback to LEAs and for program evaluation.	
SOUTH CAROLINA	South Carolina collects information using the Stanford Achievement Test (8th edition) in grades 4, 5, 7, 9, and 11 and the Basic Skills Assessment Program (BSAP) in grades 1, 2, 3, 6, and 8. Also, all students in grades 10, 11, and 12 take a state-developed Exit Exam. The areas assessed include reading, math, writing, and science. All achievement data are collected annually with the exception of the exit exam, which may be taken two times per year in the 12th grade. The Office of Research began these efforts in 1982 for grades 1, 2, 3, 6, and 8, in 1991 for grades 4, 5, 7, 9, and 11, and 1990 for the exit exam. All students with disabilities participate in the assessments unless exempted. The information that is collected is reported to the state department, to local agencies, and to the public to make funding decisions. These data are also used to make remedial education decisions for grades 1-10 and eligibility for graduation decisions for grades 11 and 12.	
SOUTH DAKOTA	South Dakota collects achievement information in reading, mathematics, language, social science, and science. The general education unit administers the Stanford Achievement Test for grades 4, 8, and 11. Tests are administered locally and sent to a contractor. Results are sent to the state and local agencies. All students take part in the assessment unless they are exempted by local school officials. Achievement data have been collected since 1983, and are used by the state to provide feedback to LEAs and for overall program improvement.	

VOCATIONAL SKILLS	FUNCTIONAL LIFE MAINTENANCE	ATTITUDES AND ASPIRATIONS

STATE	ACADEMIC ACHIEVEMENT	POST-SCHOOL STATUS
TENNESSEE	Tennessee collects information using the Tennessee Comprehensive Assessment Program (T-CAP) in grades 2-8 and 10 (optional in grades 1, 11, and 12). Areas included are: reading, language, math, science, social studies, and study skills. This assessment effort started in 1989 and is a general education program. All students with disabilities participate in the assessment, unless the multidisciplinary team decides that measurements are inappropriate for the student. The information that is collected is used at the local level to monitor student improvement. Tennessee also collects information using the Tennessee Proficiency Test in grades 9-12. English, reading, spelling, and math are the areas tested. These achievement data are collected twice per year through a general education effort. It is not known when this assessment effort started. All students with disabilities participate in the assessment. Exemption guidelines were not noted. The information that is collected is used to determine whether students obtain a regular diploma.	
TEXAS	Texas collects information on reading, writing, and math achievement using a state-developed criterion-referenced test, The Texas Assessment of Achievement for Students (TAAS). This general education effort collects school test scores for all students, with the special education test scores disaggregated from regular education scores. Students are tested one time per year at grades 3, 5, 7, 9, 11, and 12, if necessary. Local districts report the scores directly to the state. The state education agency uses the information in developing district report cards and local districts use the information in evaluating individual student achievement. This testing began with the Texas Assessment of Basic Skills (TABS) in February 1980 for grades 5 and 9 and changed in Fall 1985 (grade 11) and Spring 1986 (1, 3, 5, 7,and 9) to the Texas Education Assessment of Minimum Skills (TEAMS). As part of a longitudinal study, Texas will have norm-referenced achievement test data on a sample of 1000 special education students. One purpose of the study is to make comparisons of student outcomes with program types upon the students' exit from high school.	Texas, as part of the The Special Education Outcomes Study, collected information on employment, living arrangements, and community support on a sample of students. Local districts collected this retrospective information using student interviews. The information will be used to establish a baseline for the follow-up portion of the longitudinal study and to comply with a legislative mandate to study the effectiveness of special education.
UTAH	Utah collects information on reading, math, written expression, social studies, and science using the Stanford Achievement Test. This general education effort began in 1990. All students at all grade levels participate, except for those students with multiple handicaps and severe and profound disabilities. The information is used in determining how students are doing across the state. Utah is in the process of developing a criterion-referenced assessment for reading, math, art, music, vocational education, and functional/adaptive behavior skills.	
VERMONT	Vermont collects information using the Vermont State Achievement Test and Portfolio Assessments in grades 4 and 8. The areas tested are math and writing, which are collected one time each year through a collaborative general and special education effort. This assessment effort started in 1991. All students with disabilities participate in the assessments. The information that is collected is reported to the state and used to determine school-wide performance, needed curriculum changes, needed resources, and for overall improvement of the "Vermont Landscape" of which all students are a part.	Vermont collects information on employment, education, living arrangements, friendships, decision making, wages, and satisfaction with school on a sample of students with disabilities who exit school. A post-secondary interview questionnaire is used in this joint effort of the Department of Education, University of Vermont, Local Education Agencies, and State Education Agency. These data are collected annually and compiled into the statewide database. Data are used to target program modifications and increase opportunities for students with disabilities. This effort started in 1988.
VIRGINIA	Virginia collects information on reading, mathematics, and written expression through its Literacy Testing Program. This program began in 1989 and is implemented at grade 6. It is basically a criterion-referenced system administered by the general education unit. Students may be exempted by local decisions. Information is also obtained through norm referenced testing (Iowa Test of Basic Skills, grades 4 and 8; Tests of Achievement and Proficiency, grade 11). Local districts administer all tests and report to the state. Information is used for feedback to the schools and overall program improvement.	Virginia collects information on post secondary education and successful employment of all students with disabilities who graduated from school or dropped out. Students are contacted within one year of exiting school. This information is collected by the Department of Rehabilitation, Department of Mental Health/Mental Retardation, and the Employment Commission. This effort was piloted in 1989. Official data collection began in 1990 and is done annually. These data are used to determine outcome indicators.
WASHINGTON	Washington collects information in the areas of reading and mathematics using the Metropolitan Achievement Test (MAT) in grades 4, 8, and 11. All students with disabilities may participate in the assessment, at parents and teacher discretion. All achievement data are collected annually through the Assessment Unit. Contractors with the test publishers compile the information and send it to the state, where it is used in budget planning, required state reports, and feedback to the local units. This general education effort began approximately 10 years ago. Washington is currently in the process of changing achievement tests.	

VOCATIONAL SKILLS	FUNCTIONAL LIFE MAINTENANCE	ATTITUDES AND ASPIRATIONS
	Texas collects information in this area using the special education longitudinal study, The Special Education Outcomes Study. Developmental quotients of a sample of approximately 1,000 special education students (in 9 disability areas) was collected using developmental or adaptive behavior assessments such as the Vineland and Adaptive Behavior Scales. Scores were from grade 12 assessments (or within past two years) during the last year in high school. The information was collected locally, once in 1990 when the study began, and then reported to the state. The information will be included in the overall profiles of the sample students and eventually be used to compare student outcomes with types of programs, types of disabilities, and adaptive behavior skills of students exiting high school.	

STATE	ACADEMIC ACHIEVEMENT	POST-SCHOOL STATUS
WEST VIRGINIA		
WISCONSIN	Wisconsin collects information on reading comprehension using a state developed criterion-referenced test. This general education effort began in 1989 and is administered one time each year. All students, unless exempted, participate during the third grade. Local schools administer the test and report the information to the state. The information is reported to the legislature, the local districts, and could be used by districts for individual student reports.	The Bureau for Vocational Education in Wisconsin gathers post high school data (e.g., employment, living arrangements) for a sample of students from approximately one fifth of the school districts in the state. Responding to Perkins requirements, Wisconsin will develop a new data collection plan to be applied on a yearly basis. The variables to be addressed have not been determined.
WYOMING		
AMERICAN SAMOA	American Samoa collects information using both the Stanford Achievement Test (grades 4, 6, 8, 10, 12) and a minimum competency test (grades 9-12). Both measures provide information on reading, language arts, and math. The Stanford is administered once during the year (in the designated grades) through a general education effort. Use of the minimum competency test started in 1986; it is unknown when use of the Stanford began. All students with disabilities who are mainstreamed participate in the assessments; students who are in self-contained classrooms do not participate. Both the Stanford and the minimum competency test are used for local district evaluations. The Stanford is used to determine system progress. The minimum competency test is used to determine eligibility for graduation.	
BUREAU OF INDIAN AFFAIRS	The Bureau of Indian Affairs collects information using a variety of assessments. The math, reading, language, and social studies subtests of the Comprehensive Test of Basic Skills are used for students identified as learning disabled, speech impaired, and other health impaired in grades 1-12. Information has been collected annually through a general education effort for more than 10 years. Local units report to the test publisher, who in turn reports to the schools and the state education agency. Results from the academic achievement tests are used to modify curriculum and for training and technical assistance to local schools. Local districts may also choose to use the educational assessments used in their state.	
THE COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS	The Commonwealth of the Northern Mariana Islands uses the California Achievement Test (CAT) to collect information on reading and math in grades 3, 5, 7, 9, and 11. This assessment is a general education effort in which only students with disabilities who are not identified take part. Students with other types of disabilities participate only occasionally, when special efforts are successful in getting them in the assessment. Achievement data have been collected every other year since approximately 1983-1984. The tests are administered by the schools, then sent to the state agency where the raw scores are pulled from the test protocols and summarized. The information from the tests is used to evaluate student progress.	
DISTRICT OF COLUMBIA		The District of Columbia used a postsecondary questionnaire as part of Project Remodel. This was a special education effort that included students with learning disabilities. The questionnaire was used one time, somewhere between 1983 and 1985 for students who had exited high school. The state education agency analyzed these data for program evaluation purposes.
GUAM	Guam collects information in the areas of reading, mathematics, and writing. A state-developed criterion referenced test, The Basic Skills Mastery Test (BSMT), is given to all students who are not exempt. The BSMT is given during the odd years in the elementary schools and every year during high school. The BSMT has been administered two times per year since 1986, through a general education effort. The Brigance (pre and post) is given two times per year to all students in the elementary grades. This special education effort began in 1989. The local districts administer both the BSMT and Brigance and send the data to the state to be aggregated. The information is reported back to the local schools to be used at the classroom level for instructional planning.	Guam is in the process of collecting data on employment and living arrangements for all disability groups. Information is collected using telephone and mail interviews one, two, and three years after graduation. This information has been collected one time per year since 1989. The information is collected by the state agency (Consulting Resource Teachers) to facilitate transition planning. This is a special education effort.

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VOCATIONAL SKILLS	FUNCTIONAL LIFE MAINTENANCE	ATTITUDES AND ASPIRATIONS

STATE	ACADEMIC ACHIEVEMENT	POST-SCHOOL STATUS
PALAU	Palau collects information using a criterion-referenced test developed with WRRC assistance. Areas tested include reading, math, science, and social studies. All students participate in the assessment during grade 8 or when deemed ready. All achievement data are collected annually through a general education effort. Collection began in 1980. Testing is done at identified sites and the results are reported to the Superintendent of Education and then given to local districts. The information is used in high school placement decisions.	Palau collects information on postsecondary status using the Transition Team Program case notes. This post-exit information is gathered for all students who were enrolled in the transition program. This information has been collected continuously through a combined special and general education effort since 1989. Data are used to evaluate students' status and former programs.
PUERTO RICO	Puerto Rico collects information using tests developed with the assistance of The Psychological Corporation. The reading comprehension and language (writing) subtests are given in grades 1-12, math in grades 1-9, and basic skills in grades K-2. The tests have been given to all students, with and without disabilities, if integrated, sent to the Data Center at the Department of Education where data are used for island-wide comparisons, individual student decisions, and in preparing/revising IEPs.	
THE REPUBLIC OF THE MARSHALL ISLANDS	The Republic of the Marshall Islands collects information on reading and math using the Wide Range Achievement Test (WRAT). This special education effort began in 1972 and is administered two times each year (pre and post). Students identified as learning disabled in grades 1-8 participate. Local schools (diagnostician) report the information to the state agency. The information is then reported back to the schools and parents. Children in the special education early childhood program (ages 3-5), are assessed using a profile checklist in the areas of reading and math. This testing began in 1990 and is given one time per year. Consultants administer the test and report the results to the state where information from them is then shared with the schools and parents.	The RMI collects information on post-school employment. This special education effort uses an interview to collect employment, wages, and living arrangement data on students identified as learning disabled and mentally retarded. The state agency collects the information one time per year to evaluate the status of individual students.
U.S. VIRGIN ISLANDS	The U.S. Virgin Islands has conducted assessment, through the general education unit, once a year since sometime in the 1960s. The Metropolitan Achievement Test (MAT) is used to test students in grades 3, 5, 7, 9, and 11, including those with mild disabilities, in math, language skills, reading, and general concepts. Students with disabilities are included in the testing if the school principals permit their participation. The data are collected by the Test Research and Evaluation Department staff, who also analyze and report them. The state uses the information for program planning, improving teachers' skills, and for general accountability.	

VOCATIONAL SKILLS	FUNCTIONAL LIFE MAINTENANCE	ATTITUDES AND ASPIRATIONS
Palau indicated that it collects information on work placement for all students enrolled in the transition program. This information is collected by the Transition Team using individual case studies. This information has been collected on an ongoing basis since 1988 for students in grade 8 and above. Transition Program personnel file reports on individual students with the state agency. The state agency tracks what happens to students, concentrating on those who do not attend an academic high school.		
	The RMI collects information on self-help, adaptive behavior, and developmental motor skills for all students ages 3-21. Diagnosticians and teachers collect this information through observations and rating scales. This special education effort began more than 10 years ago and is done continuously. The information is used for individual child planning.	